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ABSTRACT

This curriculum was designed for teachers in middle grades and for other professionals working with youth. It deals with the extent of hate crime in the United States and strategies that are proving effective in reducing hate crimes among youth. The curriculum was pilot tested in middle schools in Massachusetts and Florida and a Catholic school in New York City. It reflects the principles that violence and prejudice are preventable, that early intervention is key, and that empathy building, cooperative learning and critical thinking, and social responsibility can be taught. The curriculum is composed of 10 units, each of which contains one or more lessons, with the lesson time, its purpose and specific objectives, instructions for preparation, and lesson activities. Unit titles are: (1) "Hate Crime: Who Are Its Victims? Who Are Its Perpetrators?"; (2) "The Power of the Pen: The Journal's Place in the History of Hate Crimes and the Purpose of Student Journal Writing"; (3) "Hate Crime Perpetrators: Why Do They Do It?"; (4) "Turning It On: Examining the Media's Role in the Development of Prejudice"; (5) "What Can We Do? Coalition Building To Promote Social Change"; (6) "Why Differences Divide: Understanding Conflict and the Role of Aggressors, Victims, and Bystanders"; (7) "How It Happens: The Development of Prejudice and Intolerance"; (8) "Seeing the Big Picture: Institutionalized Racism"; (9) "Acting Together for Change: A Dramatic Presentation on Hate Crime"; and (10) "What We Did: Sharing Our Community Project." Students develop projects to reduce prejudice and hate at the local level and then share them with the class in this unit. (SLD)

Healing the Hate

ED 412 303

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A National Hate Crime Prevention Curriculum for Middle Schools

Karen A. McLaughlin

&

Kelly J. Brilliant

EDC Education Development Center, Inc.

UD 031 927

Funded by United States Department of Justice, Office of Juvenile Justice and Delinquency Prevention (OJJDP)

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In Fond Remembrance

Margery Hemsing Rankin
(1951-1997)

Margery and I were colleagues at Education Development Center, Inc., during which time we worked together on numerous projects and trainings. Margery had a passion to make education a vehicle for eradicating social injustice and violence in the Americas. Through this project her passion, in some measure, was realized.

As a Cuban immigrant, Margery knew firsthand the twin realities of prejudice and discrimination. She never became embittered by such experiences—only more resolved to eliminate the poisonous violence often wrought by prejudice.

To address the epidemic of hate crimes in our country, Margery took the initiative to facilitate a pilot test of this curriculum in the middle schools in her own community in Miami, Florida. After the pilot test of this curriculum, Margery was instrumental in creating a multi-disciplinary training for professionals on hate crime prevention across the nation.

Through the process of working together, we saw our collective vision for this project become a reality in our goal to have a positive impact on the minds and hearts of young people.

Margery died suddenly and unexpectedly on February 20, 1997, just as this curriculum was going to print. She was an endearing, gracious, and loving colleague and friend. Most of all, she was determined to make a difference. She has.

Dear friend, may the love and peace you brought to so many others embrace you now.

Querida Amiga, que el amor y la paz que les trajiste a los demás te abrace ahora.

Karen A. McLaughlin

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Education Development Center, Inc. (EDC), gratefully acknowledges the many individuals who contributed to this curriculum. We wish to express our gratitude to the Office of Juvenile Justice and Delinquency Prevention staff who guided this project with patience and vision and in particular to the Special Emphasis Division and our Project Officer, Travis Cain, for their continued commitment to reducing hate crime throughout the nation. We would also like to express our appreciation to our advisory board, focus group, and the many other researchers, practitioners, law enforcement officials, juvenile justice professionals, criminal justice professionals, agency administrators, educators, youth, and victims who so generously gave of their time. Special thanks are due to the middle school staff who pilot tested this curriculum, including the staff of the Collins Middle School in Salem, Massachusetts, the Notre Dame School in New York City, and the Allapattah Middle School in Dade County, Florida. We are especially grateful to them for their generous spirit and major contributions on which this curriculum is based.

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United States Department of Education which funded the printing and dissemination of this curriculum to middle schools throughout the country.

CONTENTS

Introduction 1

Delivering the Curriculum in Youth Organizations 3

Key Concepts 3

Organization of the Curriculum 5

Use and Application of the Curriculum 6

Guidelines for Use 6

UNIT 1: Hate Crime: Who Are Its Victims? Who Are Its Perpetrators? 11

UNIT 2: The Power of the Pen: The Journal's Place in the History of Hate Crimes and the Purpose of Student Journal Writing 41

UNIT 3: Hate Crime Perpetrators: Why They Do It 53

UNIT 4: Turning It On: Examining the Media's Role in the Development of Prejudice 67

UNIT 5: What Can We Do? Coalition Building to Promote Social Change 91

UNIT 6: Why Differences Divide: Understanding Conflict and the Role of Aggressors, Victims, and Bystanders 103

UNIT 7: How It Happens: The Development of Prejudice and Intolerance 129

UNIT 8: Seeing the Big Picture: Institutionalized Racism 153

UNIT 9: Acting Together for Change: A Dramatic Presentation on Hate Crime 197

UNIT 10: What We Did: Sharing Our Community Project 211

Introduction

The challenge of our past remains the challenge of our future:
Will we be one nation, one people, with one common destiny – or not?
Will we all come together, or come apart?

The divide of race has been America's constant curse.
Each new wave of immigrants gives new targets to old prejudices.
Prejudice and contempt, cloaked in the pretense of religious or political conviction, are no different. They have nearly destroyed us in the past.
They plague us still. They fuel the fanaticism of terror. They torment the lives of millions in fractured nations around the world.

These obsessions cripple both those who are hated and, of course, those who hate, robbing both of what they might become.

We cannot – we will not – succumb to the dark impulses that lurk in the far regions of the soul, everywhere. We shall overcome them, and we shall replace them with the generous spirit of a people who feel at home with one another.

Our rich texture of racial, religious and political diversity will be a godsend in the 21st century. Great rewards will come to those who can live together, learn together, work together, forge new ties that bind together.

– President William Clinton
Inaugural speech
January 20, 1997

Hate crimes seriously threaten our democratic society, which is built upon the strength of its diversity. Thousands of Americans each year are victimized because of their skin color, ethnicity, religion, gender, or sexual orientation. Crimes motivated by hatred and the fear it engenders cripples our society, threatens personal freedom, and frays the ties that are essential to safe and healthy communities.

The majority of hate crime offenders and victims are young people. Yet, educators who are required to respond to crimes of intolerance committed by our youth have few comprehensive tools to reduce hate crimes in their schools and communities.

Even though our youth are increasingly at risk for hate crime victimization and offending, there is reason to hope. We can successfully reverse these trends of increased violence inspired by prejudice.

Healing the Hate

Violence and prejudice are learned behaviors and are not inevitable. Young people, adults, school systems, youth programs, and entire communities are implementing programs to reduce prejudice and violence with promising results. Educators play a vital role in creating a climate of respect and preventing hate crime victimization.

Despite the extent of the bias crime problem and the strong promise offered by the emerging fields of violence prevention and prejudice reduction, even the basic tenets of hate crime prevention have not found their way into most of the curricula used in middle schools.

To fill this gap, in 1993, the Office of Juvenile Justice and Delinquency Prevention, United States Department of Justice, awarded a grant to Education Development Center, Inc. (EDC), to develop a curriculum on Hate Crime Prevention. Working with numerous advisors, hate crime prevention experts and focus group participants, EDC developed, reviewed and tested these materials. Originally designed to be used in classroom settings, these materials have also proven useful in a variety of other venues: working with youth who commit hate crimes, working with schools experiencing specific bias crime problems, in after-school programs, and in teacher training settings.

Healing the Hate: A National Hate Crime Prevention Curriculum was designed for teachers in middle schools and for other professionals working with youth. The curriculum deals with the extent of hate crime in America and strategies that are proving effective in reducing hate crimes among our youth.

Because hate crimes are among the most compelling public safety and education problems in the nation, we sincerely hope that this curriculum will reverse the trend toward hate-related violence in the United States.

The Bias Crime Prevention Curriculum is:

- Based on research findings in both violence prevention and prejudice reduction.
- Based on research literature which profiles hate crime offenders and victims and informs researchers and practitioners about how these crimes occur and who is at risk for offending and victimization.
- Multidisciplinary in its approach, to represent a variety of users in education, juvenile justice and community-based programs serving youth.
- Flexible and adaptable to meet the needs of different professional settings.
- Based on reviews and field testing, in a variety of educational institutions representing demographically and geographically diverse communities.

Field Testing

The curriculum was pilot tested in three very diverse settings:

- The Collins Middle School in Salem, Massachusetts
- The Notre Dame School in New York City
- The Allapattah Middle School in Dade County, Florida

Delivering the Curriculum in Youth Organizations

The curriculum has been structured so that it can also be implemented effectively in school *or* youth organization settings. Youth organization facilitators may choose to carry out more than one lesson during a session. Due to the time period and structure of most youth organization programs, it may not be possible to deliver the entire curriculum. The curriculum is modular in format, so that you may select those topics that are most relevant for your group.

Key Concepts

This curriculum has roots in a wide variety of effective practices stimulated by in-depth research in both violence prevention and prejudice reduction.

The innovative approaches used in the curriculum involve combining current methods of prejudice reduction with violence prevention strategies to provide a comprehensive unique curriculum to reduce crimes based upon intolerance.

The curriculum reflects the following general principles:

Violence and Prejudice Are Preventable
Violence and prejudice are learned attitudes and behaviors. Neither is uncontrollable nor inevitable. It is possible to create and maintain the kinds of conditions in which violence and prejudice are not learned in the first place. Youth and adults can intervene to prevent hate-related violence in the lives of young people.

Early Intervention
Violence and prejudice prevention must begin with early education and intervention.

Empathy Building
Assisting students in developing empathy is a significant skill in promoting respect for diversity. Fostering prosocial behavior through empathy building in our youth can moderate aggressive behavior and prejudicial thinking. Developing empathy skills or encouraging youth to put themselves in the place of another person has consistently proved promising in reducing prejudice.

Awareness and Appreciation of Differences
Respecting differences and creating inclusive environments are central to reducing hate-motivated violence. This curriculum is designed to assist young people in understanding the underlying dynamics of achieving respect for a range of differences. The challenge of the curriculum is to help the student affirm his/her own individual and group identity while respecting and appreciating others.

Cooperative Learning
The curriculum incorporates and builds upon cooperative learning approaches. In cooperative learning environments, the traditional classroom with one teacher and many students is transformed into a heterogeneous group of four or five students who work together on particular subject matter. Cooperative learning techniques benefit students by helping them acquire a powerful set of skills, including learning to work together and learning that everyone has capabilities in some area and can make contributions. It assists students in developing an appreciation of diversity in various dimensions. Cooperative learning has shown promising results in preventing violence and reducing prejudices.

Critical Thinking
The fundamental principles of critical thinking and cooperative learning will assist students in working together creatively to solve meaningful problems. Within the lessons of this curriculum, students will ask critical questions and present solutions to the problems of prejudice and violence. The curriculum presents critical thinking skills to assist students in responding to and preventing hate crime. Using rich historical and contemporary references, students debate complex issues from divergent points of view.

Perspective Taking
The awareness and ability to understand and feel others' perspectives and needs is fundamental to reducing violence and prejudice. This curriculum employs techniques that foster the development of this skill.

Media Literacy
Students become media-literate and acquire critical-viewing skills when examining examples of violence, prejudice, discrimination, and stereotyping in the media.

Interactivity
Lessons are expressly designed for interactivity in the classroom. Real interactive discussion allows students to talk with each other to address concepts and to provoke debate about issues and ideas.

Inequality and Institutional Violence and Prejudice
The causes of hate crime often lie in inequality and injustice. Understanding the many dimensions of hate-related violence that take the form of structural and institutional prejudice is fundamental to many lessons in the curriculum.

Social Responsibility
This distinguishing feature of the curriculum encourages students to take action to reduce hate violence and to make a difference. Recognizing that societies can be changed by direct student involvement at the school and community levels is a major thrust of this curriculum. Through the curriculum, students acquire valuable learning experience and make a positive difference in their communities.

Organization of the Curriculum

Healing the Hate: A National Hate Crime Prevention Curriculum has been developed for middle and early high school students. The curriculum is composed of ten units. Overall, the curriculum units address the following:

- Examining and understanding beliefs and attitudes about violence and prejudice.
- Addressing issues of diversity with students in their community.
- Examining the role of contributing factors, such as the media and institutional prejudice, in perpetuating hate crimes.

Each unit has a number of lessons which are flexible and adaptable. Each contains material that can be tailored to meet individual or community needs.

Each **Lesson** contains:

- Lesson time
- Purpose of the lesson
- Objectives
- Instructions for preparation
- Activities

Each **Activity** includes:

- Instructions for using the activity in an interdisciplinary classroom setting
- Activity time
- Purpose of the activity
- Format
- Procedures for implementing the activity

Use and Application of the Curriculum

Each unit has a number of lessons designed to be flexible and adaptable, and each contains material that can be tailored to meet individual or community needs.

The curriculum may be used in many types of middle school subjects, including:

- Health
- Social studies
- American history
- Government
- Citizenship
- Current events
- Arts and literature
- English
- Psychology

The curriculum helps students learn in these ways:

- fosters team-building skills
- builds communication and listening skills
- develops critical thinking skills
- addresses issues of peer pressure
- explores the consequences of different behaviors
- develops group decisionmaking skills and uses history as a resource in decisionmaking
- builds problem-solving capacity
- examines cause-and-effect relationships
- provides opportunities to understand multiple perspectives
- develops skills in conflict resolution
- develops an understanding of the role of aggressors, victims, and bystanders in reducing conflict

Guidelines for Use

ORIENTING SCHOOLS, YOUTH ORGANIZATIONS, AND PARENTS TO THE CURRICULUM

School districts and youth organizations may require official approval of the curriculum for its use with young people, particularly because the curriculum covers sensitive issues. Schools and youth organizations may need to get parental approval before implementing the curriculum, as well. It is essential that you check with your school or youth organization's policy before using the curriculum.

A thorough orientation to the curriculum for schools, youth organizations, and parents may greatly increase the likelihood that the curriculum will meet with school, youth organization, and parental approval. Before implementing this curriculum, we urge school administrators, including principals and directors of youth organizations, to orient themselves thoroughly to the curriculum. To allay any fears or apprehensions parents may have about the curriculum, schools and youth organizations should

provide an orientation to the curriculum for parents and interested community members. This orientation can include a discussion of the goals and purposes of the curriculum; sharing of materials, and adapting them according to the needs of the community. Including parents and other community members in this way increases the likelihood that this important information will be accepted and adopted for use.

INCORPORATING OTHER PROFESSIONALS FROM THE COMMUNITY

Because prejudice and violence are community problems which extend beyond the borders of the school or youth organization environment to affect the entire community, prevention and reduction require a community effort. Therefore, this curriculum is designed to make use of community resources, including, local victim assistance professionals, police officers, and occasionally professionals from other community-based organizations.

Many schools have developed collaborative relationships with local law enforcement, victim assistance and youth program professionals through educational programs such as DARE or Police Athletic Associations. We recommend you utilize these contacts to find a professional who would be willing to assist you in delivering the recommended lessons of this curriculum.

Similarly, professionals from community-based organizations are often available to present to schools and youth organizations. Contacting these professionals well in advance and providing them with the necessary materials and adequate time to prepare will ensure the likelihood of their participation.

CREATING A POSITIVE ENVIRONMENT

Whether the curriculum is implemented in school or youth organization settings, the general climate and atmosphere in which the lessons are delivered is critically important.

In order to set a positive tone for learning and sharing, you might want to try the following:

- Create a physical environment conducive to greater discussion. Arrange chairs in a circle during the lessons or sit on cushions on the floor.
- During discussions, maintain eye contact with participants and avoid cutting speakers off abruptly. If participants feel that you are listening or are not rushed, they may be more likely to share their comments.
- Encourage participation from quiet participants by saying things such as, "Let's hear from those of you who have not yet said anything."
- Paraphrase what a participant has said and repeat it back to him or her. Sometimes restating what a participant says lets him/her know you are listening and can help you clarify the point for other participants.

- Model your own thinking. As you try to think through problems for participants, think aloud. Make it clear to participants that these issues are difficult and that the problem-solving process is rarely simple and linear. Tell participants that even adults have problems addressing and responding appropriately to these issues.

DEALING WITH DISCLOSURE

Hate crime victimization is a sensitive topic for most adolescents, especially those who are currently experiencing it or have experienced it at some point in their lives. Be aware that exposure to this curriculum may prompt students who have experienced victimization to talk about those episodes. While there is no one right way to handle disclosure, you can do certain things to see that young people who have been victimized get the help they need. The following are suggestions for appropriately dealing with disclosure:

- If someone mentions being a victim of hate crime during a session, acknowledge the student's disclosure and continue the lesson.

- Afterward, find time to talk to the person in private. You may need time to think about how you want to handle the situation. You may also have to deal with your own level of comfort around this issue. In any situation where you cannot immediately address the disclosure, set up a specific time to talk with the individual later—don't leave it open-ended or vague, and be sure to follow through. Some ways of responding to disclosure include:

  — *"I'm really glad you told me, but this is so important that I want to make sure we have time to talk without being interrupted. Can you come to see me after this session today?"*

  — *"I'm really glad you told me, and I want to be able to help. I can't talk with you right now, but let's find a time tomorrow when we can talk about it."*

- Reassure and support the victim. While a facilitator's role is not to be a therapist, your initial response to a disclosure can have a profound impact, especially if the victim is acknowledging and reporting victimization for the first time. Try not to express shock or panic.

- Do not allow the anger you may feel toward the offender to get expressed in such a way that the victim interprets it as anger at him or her. People easily assume—and may have been told—that the victimization is their own fault and that others will get mad at them or not like them any more if they tell. Thus, let the victim know that it is not his or her fault and that he or she is not a bad person.

- Determine the victim's immediate need for safety. Encourage the victim to confide in a trusted family member in the home. You can suggest to the participant that she or he practice telling the trusted family member. You can also offer (or get someone else) to be with the participant during the telling.

- Let the victim know that you will do your best to protect him or her. Often a confiding young person will ask that you promise not to tell anyone about the victimization. You might say:

  — *"I can't promise not to tell anyone, because I may need to talk to someone else who can help with this. But I promise that I won't talk to anyone else without telling you first."*

  — *"We may have to talk to someone else who knows more about how to help you than I do. But you and I can talk about who that person will be and what we'll need to say. I can talk to someone else for you or stay with you while you talk to this person."*

- Determine what steps you will take in consultation with the victim.

- Inform the proper authorities.

MAKING THE CURRICULUM YOUR OWN

All educators have their own styles—unique and interesting ways of interpreting and translating knowledge so that participants are actively engaged in the learning process. Realizing that teaching styles and participant groups differ, we strongly encourage you to make this curriculum your own. The curriculum should be considered a teaching guide for structuring lessons while using your own enhancements. There are a number of ways to personalize it:

- First, you may present examples from your own personal experience, local newspapers, or examples you think are more relevant to your participants than the ones we have provided.

- Second, you may embellish the existing curriculum by adding related activities that have worked for you, by altering the existing activities, or by assigning out-of-class projects related to the topics presented.

- Third, you may refer to and incorporate readings, films, music, or videos you think are relevant to the lesson topics. There is a resource listing of relevant videos and where to obtain them at the end of this introduction.

- Most important, we suggest that you not read selections verbatim, but instead use your own words to explain the concepts to your participants.

Another important consideration for a facilitator of the curriculum is dealing with your own issues and feelings around prejudice and violence. If you have been a victim of violence and prejudice, you have much to offer in terms of understanding what this young person is going through. However, you may also feel somewhat uncomfortable and the material may bring up strong feelings for you. You may want to share your feelings and concerns with another facilitator or talk to staff at your school or youth organization. You may feel more comfortable co-teaching the material. In some cases, you may not feel comfortable implementing these materials at all and should state this to your school or youth organization up front, so that you will not be expected to do so.

VIDEO ORDERING INFORMATION

Video Resource List

Unit 1: *Names Can Really Hurt Us.* Anti-Defamation League Materials Library, 22-D Hollywood Avenue, Ho-Ho-Kus, NJ 07423. (800) 343-5540. Fax: (201) 652-1973. E-mail: tmcndy@aol.com.

Hate Crimes: A Training Film for Police Officers. Anti-Defamation League Materials Library, 22-D Hollywood Avenue, Ho-Ho-Kus, NJ 07423. (800) 343-5540. Fax: (201) 652-1973. E-mail: tmcndy@aol.com.

Unit 3: *The "New" Klan.* CBS Entertainment - 48 Hours. Television City, 7800 Beverly Boulevard, Los Angeles, CA 90036. Contact Laura-Lea Bartlett, (213) 852-2345.

Eric's Story: Life as a Skinhead. (Interview with Eric, former skinhead, by Ann Moore, as seen on video *That Old Gang of Mine.*) The Bureau For At-Risk Youth. 135 Dupont Street, P.O. Box 760, Plainview, New York 11803-0760. Contact Sally Germain, (800) 999-6884, ext. 262. Video may be purchased for $125.00.

Unit 4: *Do The Right Thing.* Commercial video (check out at your local video rental store).

Unit 5: *Not In Our Town.* PBS specials produced by The Working Group. 5867 Ocean View Drive, Oakland, CA 94618. Contact Dana Saunders, Education Director, (510) 547-8484, Fax: (510) 547-8844. Video may be purchased for $89.00, plus $4.00 per tape for shipping.

Unit 6: *A Soldiers' Story.* Commercial video (check out at your local video rental store).

Unit 8: *A Time for Justice: America 's Civil Rights Movements - Teaching Tolerance.* Southern Poverty Law Center. 400 Washington Avenue, Montgomery, AL 36104. Contact James Carnes, (334) 264-0286, Fax: (334) 264-3121.

Europa Europa. Commercial video (check out at your local video rental store).

UNIT 1

Hate Crime

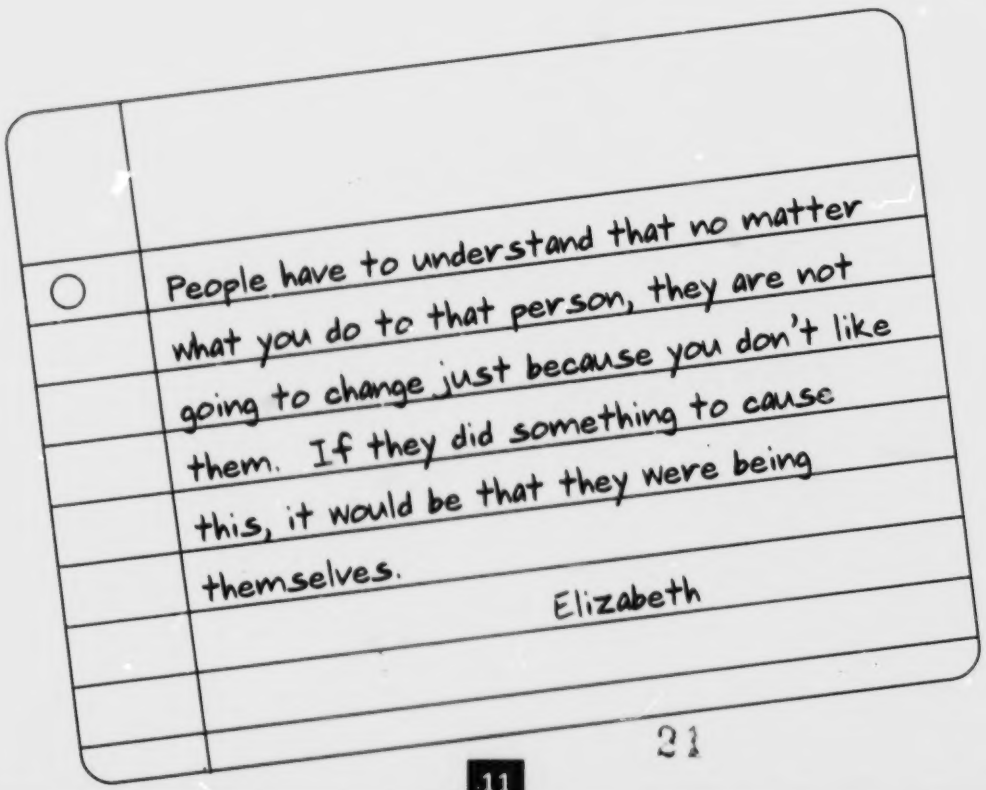
Who Are Its Victims? Who Are Its Perpetrators?

Lesson 1: Victims of Hate Crime in America

Lesson 2: Understanding the Victim's Perspective

Lesson 3: Names Can Really Hurt Us

* To the Teacher: We recommend using all lessons (1–3).


People have to understand that no matter what you do to that person, they are not going to change just because you don't like them. If they did something to cause this, it would be that they were being themselves.
Elizabeth
21

Lesson 1

Victims of Hate Crime in America

Purpose

The purpose of this lesson is to help students understand the prevalence and magnitude of hate crimes in our society.

Student Objectives

In this lesson, students will accomplish the following:

- realize that hate crime victimization is a significant and serious problem in our country
- understand the range of victims and types of crimes involved
- empathize with the victims of such crimes

Preparation

- Cut reading strips from Handout 1 along the lines indicated.
- Provide each student with an individual reading strip of a hate crime.
- Provide each student with 3 sheets of paper.

Teacher's Instructions

To introduce the lesson, ***review*** the definitions of **hate crime** and **hate incident** with students:

> A **hate crime** can be defined as a crime motivated by prejudice against a person, property, or group of people. Examples: (1) A Hispanic man beats up an Asian man because he does not like "Orientals"; (2) A group of white people burn a cross on the lawn of an African-American family; (3) Several teenagers draw swastikas on the steps of a Jewish temple.
>
> A **hate incident** can be defined as harmful words or actions motivated by prejudice against a person or property, which do not fall into any criminal category according to United States law. Examples: (1) A white student calls a black student a "nigger"; (2) A group of black teenagers tells a group of white teenagers they don't want "whiteys in their neighborhood"; (3) A group of young men taunt a gay man, calling him "faggot" and "queer."

Teaching Points

Convey the following points to the class as an overview of the lesson:

- ❑ Victims of all types of crime experience losses and difficulties. Victims of hate crime often experience similar losses, but may also have some unique difficulties. For example, being targeted for victimization because of a core and unchangeable aspect of oneself is a devastating experience. Victims of hate crimes may try to distance themselves from their own group and, in doing so, deny a large part of their identity.

- ❑ Many victims experience a personal crisis as a result of their victimization, resulting in difficulties in their work, home life, and friendships.

- ❑ Victims of hate crimes, like victims of other crimes, may suffer (1) physical injury; (2) financial loss; and (3) psychological trauma.

Activity One

The Widespread Victimization in the United States: Examples of Real Cases

Note to Teacher

These statements have been carefully selected to represent a range of actual hate crimes and incidents that have occurred in various parts of the country and have been perpetrated against a variety of different racial, ethnic, religious, sexual orientation, and gender groups. To fully engage the students, more incidents involving adolescents have been included. If you feel that any of the statements would be too disturbing to members of your class, you may delete these cases before beginning the lesson.

- ***Explain*** to students that this activity may be disturbing to them, but it is important for their understanding of the seriousness of the problem of hate crime in America. ***Tell*** them that they will get a chance to discuss their feelings about the activity after it is completed.

- ***Ask*** students to stand in a circle and ***instruct*** each student to read their passage aloud, one person at a time. ***Ask*** students to remain quiet throughout the readings and refrain from any comments. After the last person is finished, ***tell*** students to think about what they have just heard. ***Wait*** another minute or two before proceeding with the rest of the activity.

  Note to Teacher

  This activity is meant to provide students with an awareness of the many individual victims of hate crimes. The statements may evoke strong emotional reactions among the students, so it is important for them to be able to speak informally about their feelings and thoughts after everyone has read.

  Some students may react to their discomfort by giggling or laughing; tell students that although we sometimes try to handle uncomfortable feelings by giggling or laughing, it is not appropriate to do so here. Remind them that they will have a chance to talk about their real thoughts and feelings once the activity is over.

  This activity may provoke a few students to make biased or prejudiced comments. Tell students that such comments and behaviors will not be tolerated in the classroom. Ask them to reflect on how they would feel if such crimes had happened to them or members of their families.

- ***Ask*** if anyone needs one of the statements repeated or explained. ***Make sure*** students understand the incidents they have just communicated.

Provide each student with paper. ***Tell*** students to take a few minutes to write their thoughts and feelings about the activity on the paper. ***Explain*** to students that what they write is for their eyes only and that they will have the opportunity to share as much or as little of their thoughts and feelings as they wish with the class.

Help students process their thoughts and feelings by ***asking*** the following questions:

- *How did you feel about what you just heard?*
- *Think of three words that describe how this makes you feel.*

List students' feelings on the board.

- *Now, imagine that these things happened to a friend or family member you care about. How would you feel?*

Add new feelings to the list on the board.

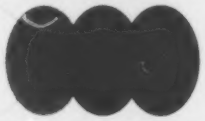
- *Which incidents bothered you the most? Why?*
- *Are there any that didn't bother you? Why not?*

If students were not bothered by the incidents which did not involve physical violence, ***explain*** that even words can cause a great deal of fear and emotional pain. If the students are not bothered by incidents which target a certain group of people (perhaps students say they do not identify with or know any members of a certain group), ***point out*** that these people feel the same kind of pain that everyone else feels. ***Stress*** the point that the victims did nothing to harm others or invite the attack.

- *Did anyone have a hard time believing the incidents actually occurred? Did anyone wonder if any of the victims did something to cause the crime?*

Explain that these are all normal reactions to upsetting events that are outside our control. ***Remind*** students that in most cases the victims of hate crimes are targeted because of a core aspect of their identity, such as their race or religion, and that victims do nothing to provoke the attack.

Conclude the lesson by asking students why they think it is important to study hate crimes. ***Tell*** students that in upcoming lessons we will be learning more about hate crimes, their perpetrators and victims, and how to prevent them.



HANDOUT 1

HATE CRIMES IN THE UNITED STATES, 1988–1995

These examples are representative of the thousands of violent hate crimes that occurred during 1988–1995.

✂ - - -

HANDOUT 1, Continued

In 1990, in San Francisco, a gay church was bombed; in New York, a gay man was beaten to death; in Seattle, three members of the hate group Aryan Action planned to blow up a gay bar. On college campuses in Ohio and Utah, gays and lesbians were threatened and harassed.

In 1988, a man in Portland, Maine, smashed the windshield of a car belonging to a lesbian and attempted to set it on fire. Later the victim found the word *dyke* scrawled on the car.

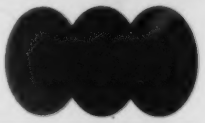
In 1990, Cindy Evans, a white woman, and Millie Thorton, a black woman, moved out of the mobile home they had shared for two months after a series of threatening incidents, including a cross burning, hate mail, racial slurs, vandalism, and the burglary of their home.

Three members of the Ku Klux Klan issued threats against a St. Louis gay/lesbian bookstore in 1991. As they were asked to leave the bookstore, they were overheard saying, "We're watching you; we know where you are."

An openly lesbian candidate for a seat on the city council of Hawaii Island was attacked in her home and left unconscious in 1988.

In 1990, Charles Gibson, a 19-year-old black teenager, was beaten to death by white teenagers while driving through a suburb.

In 1990, Henry Kwok Kin Lau, a recent immigrant from Hong Kong, was stabbed to death on a train in Bay Ridge by a man who yelled Asian slurs.



HANDOUT 1, Continued

In 1990, a white man was shot as he tried to aid a black man who was being harassed by two white men.

In 1989, a cross was burned on the lawn of a black woman whose family is one of three black families that live on a street. During the past year, the children of the families have been taunted with racial slurs, their pets have been killed, and the houses have been pelted with eggs.

On June 2, 1991, a gay man in Wisconsin was stabbed to death by a man who told police, "I wanted to kill this fag. My whole life is devoted to killing faggots and child molesters....They spread AIDS."

On June 15, 1991, three teenagers with baseball bats in Pensacola, Florida, went out on a "wilding" spree targeting gays and African Americans. They beat a man to death because they thought he was gay.

On August 15, 1991, bombs exploded outside a lesbian and gay bookstore in Lancaster, Pennsylvania. The explosions damaged the building, shattered windows, and destroyed merchandise.

At California State University at Northridge in October 1991, anti-gay flyers were posted across campus. The flyers announced a "gay-bashing night" and included the caption, "Smear the queer."

During the Gulf War, an Arab American activist received a call the day after he took part in a peace rally. The caller threatened, "Stop supporting Saddam or we will blow your house up."

HANDOUT 1, Continued

During the Gulf War, someone called an Arab American community center in Cleveland, Ohio, and said, "If there are any attacks on this country, you people are going to die."

On January 14, 1991, two individuals in Dayton, Ohio threatened to shoot worshipers at a local Islamic center. Later that night, several windows were broken at the mosque.

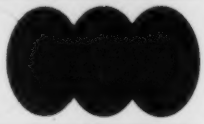
During 1992, 16 desecrations of Jewish cemeteries took place in the following states: Georgia, Florida, Maryland, Massachusetts, Pennsylvania, Texas, Connecticut, Minnesota, and Virginia.

On March 19, 1992, a number of dead cats stolen from a science lab were dropped in toilets at Queens College in New York City. Written on the wall above the toilets were the words, "We're going to do to Jews what we did to the cats."

In Houston, Texas, on July 4, 1991, a gay man was killed and another was injured when they were attacked by a group of ten young men outside a gay bar. The group was armed with wooden clubs and a knife. The murder victim died several hours later from a knife wound in the abdomen.

In Bellmore, New York, on December 28, 1991, two men in a car screamed anti-gay slurs at men in a parking lot outside a gay bar, kicked their cars, and tried to run them down. When one of the men tried to flee, the attackers rammed the man's car off the road and into a tree. The victim died as a result of this attack.

In Springfield, Missouri, in May 1991, members of the Ku Klux Klan harassed and threatened a gay couple after one of the men testified in support of a proposed local hate crime law. Robed Klan members regularly paraded outside their home, smashed the windows of their car, threw eggs and tomatoes at their house, and drove trucks through their yard, tearing up the lawn.



HANDOUT 1, Continued

On July 12, 1991, in Canton, Ohio, a teenager entered a house that was to be used as a private residence for people with AIDS, poured gasoline in every room, and set it on fire. Damage as a result of the blaze was estimated at $22,000.

In Berkeley, California, on July 26, 1992, a black man and a 16-year-old black youth beat two white men outside a nightclub, telling them that they had to pay for their fathers' sins.

On July 27, 1992, in Glendale, California, an Asian woman claimed that she was verbally and physically assaulted by a store clerk who did not want to serve her.

In 1992, in Denver, Colorado a 17 year old who was one of a group of teenagers harassing a Hispanic family shot at the Hispanic family's car, hitting the father in the forehead (1992).

In Hermosa Beach, Florida, on August 24, 1992, two 19-year-old Vietnamese gang members confronted two white men and shot one of them.

On July 6, 1992, five black women tried to run over a 14-year-old runaway white girl with a truck after robbing and beating her in Largo, Florida.

On July 3, 1992, in Tampa, Florida, a black man said that all whites should be killed, as he struck a white man in the face with a beer bottle.

HANDOUT 1, Continued

On July 25, 1992, in Idaho, a black man was chased and thrown through a store window by about 30 teenagers.

Two 11-year-old boys pointed a toy rifle at a black woman and yelled racial slurs at her in Chicago, Illinois, on August 4, 1992.

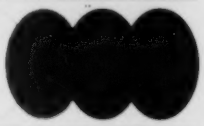
In Attleboro, Massachusetts, on June 26, 1992, two skinheads attacked a Hispanic teenager, beating him unconscious.

In Minneapolis on August 8, 1992, a black teenager was shot by white motorcycle gang members. The gang members reportedly shot the first black person they saw after being told that a black person had turned over their motorcycles.

In Greensboro, North Carolina, on July 11, 1992, a crowd of 75 people chanting "Rodney King!" threw rocks and bottles at two police officers. This occurred after the officers arrested the host of a rowdy party for assaulting a fellow police officer.

In Willingboro, New Jersey, on June 23, 1992, a group of about 30 black men beat another black man whom they thought was Hispanic.

In Monsey, New York, an elderly Jewish man was thrown to the ground, punched, and kicked by a young white man who screamed anti-Semitic slurs.



HANDOUT 1, Continued

In Princes Bay, New York, on June 26, 1992, a gang of teenagers attacked a youth with high-pressure water guns while yelling anti-Semitic slurs.

In Walnut Hills, Ohio on July 14, 1992, a group of black teenagers attacked a stranded car full of white teenagers. They destroyed the car and injured several of the occupants.

A group of skinheads attacked two black teenagers and a white friend who were walking together in Eugene, Oregon, on August 13, 1992.

In June 1992, in Medford, Oregon, a white woman spit on a Japanese college student and slapped another one after asking them their ancestral origin.

On July 9, 1992, in Akron, Ohio, a cross was burned on the hood of a black man's truck.

On July 14, 1992, in Arlington, Texas, two teenagers burned a cross in the yard of a black family.

On July 21, 1992, in Dayton, Texas, a cross was burned in a yard to retaliate for the previous night's incident when four black men beat a retarded, disabled white man.

HANDOUT 1, Continued

In December 1992, Luyen Phan Nguyen, a Vietnamese American college student, was beaten to death by a group of teenagers at a party in a Coral Springs, Florida, apartment complex. One of the young partygoers was heard to scream, "I should have killed you in 'Nam, you gook!" Twenty partying teenagers watched the whole event.

In 1989, Patrick Purdy, dressed in military clothing, entered a Stockton, California schoolyard and fired an assault rifle, killing five Asian American children and wounding 29. Purdy told authorities he had picked the school because he felt "particular animosity" toward Southeast Asians.

As Hung Truong, a 15-year-old Vietnamese refugee, walked down a Houston street in 1990, two 18-year-old youths jumped from a car shouting, "White power!" and beat him. "God, forgive me for coming to this country," Troung said before dying.

In March 1992, at Northeastern University in Boston, a male student made an anonymous phone call to the campus lesbian and gay organization's office and threatened to blow it up. He also threatened to kill all the group's members. The perpetrator later turned himself in to authorities.

On January 11, 1991, four or five drunken men verbally assaulted a man, calling him a "Filthy Arab! Arab pig!" and shouted obscenities. The man was a Polynesian Jew.

On January 12, 1991, *The Detroit Free Press* reported a bomb threat at Fordson High School where approximately 50 percent of the students are of Arab descent. The Fordson basketball team reported ethnic hostility at games, in which opposing teams and fans said, "Go back to Saudi Arabia. You are not wanted here."

On January 14, 1991, faculty and students harassed Iraqi American children in school. Incidents included mentions of internment camps and statements that the Americans should kill all the Iraqis.

HANDOUT 1, Continued

Someone stoned an Iranian student's windshield. Another driver shouted, "Kill that Iranian." The victim filed a report, but was told that a "reliable" witness (the second driver, a retired police officer) had already testified against him.

The *San Jose Mercury News* reported that someone issued a bomb threat against a local Islamic center and shouted racial epithets at children wearing traditional Arab clothing. This prompted the center to cancel class.

In 1995 and 1996, dozens of churches were burned in the South. Most of these churches had primarily black congregations.

Lesson 2 Understanding the Victim's Perspective

Purpose

The purpose of this lesson is to help students understand the impact of hate crimes on the victims.

Student Objectives

In this lesson, students will accomplish the following:

- understand the devastating trauma of hate crimes
- describe the physical, emotional, and financial impact of hate crimes
- identify the unique features of hate crimes

Preparation

- Obtain flip chart, markers, and overhead projector.
- Set up Anti-Defamation League's *Hate Crime: A Training Film for Police Officers* video.

For ordering information, please contact:

ADL Materials Library
22-D Hollywood Avenue
Ho-Ho-Kus, NJ 07423
(800) 343-5540
FAX: (201) 652-1973
E-Mail: tmcndy@aol.com
9 am – 5 pm EST.

Healing the Hate

Teaching Point

To introduce the lesson, give students the following definitions for **aggressors** and **victims:**

An **aggressor** is someone who commits harmful acts or gestures against another person or persons which have a physical, emotional, or psychological impact on the targeted person(s).

A **victim** is a person who is harmed or killed by another person, group of people, condition, or system.

Activity One

The Victim's Perspective: A Video Segment and Class Discussion

- ***Tell*** the students that they will be watching a video segment from the Anti-Defamation League, *Hate Crime: A Training Film for Police Officers,* about a victim of hate crime. ***Tell*** them that the video may be disturbing to watch, but will enable them to have a better understanding of what victims of hate crime experience.

- ***Point out*** that victims of hate crime may suffer many types of injuries, including *physical, emotional,* and *financial* hardships. ***Make sure*** students understand the meaning of each of these terms by asking them to provide examples of physical, emotional, and financial hardships from their own lives or the lives of people they know. ***Write*** their examples on the blackboard.

- ***Ask*** students to review Handout 1. ***Explain*** that this list can be used in any victim's case to understand the degree of victimization. ***Ask*** students to keep the types of victim trauma in mind when they view the video segment.

- ***Remind*** students that it is normal to react emotionally to victims.

- After viewing the video, ***ask*** students to take five minutes to write down their feelings and reactions to what they have just watched. ***Remind*** them that these journals are private and will not be read by anyone but themselves.

☐ ***Pose*** the following discussion questions to enable the students to process the feelings triggered by the video.

- *What are some things that went through your mind as you watched this video?*
- *How did you feel about what happened?*
- *Why did the perpetrators attack these victims?*
- *Why do you think the cases are crimes?*

Note to Teacher

Be aware that students in your class may have strong emotional reactions to the video. Some students may identify strongly with the victim. Some may know someone who has been the victim of a hate crime or some students may have been victims of a hate crime or hate incident themselves. It is important to realize that those students who are most affected may react in different ways. For example, some may be very outspoken; some may express strong emotional reactions; some may become very quiet. Be sensitive to the varied reactions. Give students an opportunity to express their feelings, but do not push them to do so in the large group. Check with them privately before they leave to make sure they are okay.

Activity Two

The Physical, Emotional, and Financial Trauma of Hate Crime

☐ ***Place*** three different sheets of large paper, each with one of three different headings—*Physical, Emotional, Financial*—on the top of three different tables or desks around the room. ***Place*** several magic markers on each of the three desks. ***Tell*** students to walk calmly around the room and write one example of the type of reaction the victims experienced that corresponds to the heading of the paper. ***Remind*** students that they may refer to the notes they took while watching the video. ***Tell*** students that they may write only one reaction at a time on each paper, but can walk around the room until they have provided all their ideas. ***Tell*** students they should sit down as soon as they have written all their ideas. This activity should be done at a quick, lively, but controlled pace. ***Intervene*** if students are becoming rowdy or the class chaotic and ***remind*** students to remain calm.

☐ Once all students are seated, ***tape*** the three sheets of paper on different walls in the classroom so that they are visible to all students. Student responses should include:

Physical

- *pain*
- *bleeding*
- *injuries*
- *painful rehabilitation*

Emotional

- *constant fear*
- *inability to trust others*
- *anger/rage/hatred*
- *nightmares*
- *flashbacks*
- *inability to concentrate*
- *confusion*
- *blaming oneself*

Financial

- *medical bills (for emergency treatment, surgeries, rehabilitation, and possibly psychological counseling)*
- *loss of income (victim can no longer work)*
- *friend's car damaged*

Ask students if anyone has any more responses to add or any questions about the responses listed.

Explain that some aspects of victim harm are felt immediately, as a result of the incident or crime. Others are felt later, as a result of resuming daily life at home, in the community, at work, and in dealing with the medical, legal, insurance, social service, and/or criminal justice systems.

Ask students:

- *Do you think it is possible to have a physical and financial injury without an emotional injury? Why or why not?*

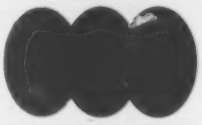
Conclude the lesson with a brief class discussion around the following question:

- *If all victims can experience physical, emotional, and financial impacts of victimization, why might hate crimes be felt more deeply than other types of crime?*

Write their responses on a separate sheet of paper titled "The Unique Impact of Hate Crime on Victims."

Note to Teacher
You may want to keep this last sheet posted in the class throughout the course of the program as a reminder to students of the unique impact of hate crime on victims.

HANDOUT 1



LOOKING AT THE PHYSICAL, EMOTIONAL, AND FINANCIAL IMPACT ON THE VICTIM

Physical

- How serious is the victim's injury?
- How might the victim be permanently disabled by the injury?
- Will there be a permanent scar or disfigurement because of the injury?

Emotional

- What emotions is the victim experiencing? What fears does the victim have?
- What other parts of the victim's life might be affected by this crime?
- What aspect of the victim's culture or background might affect his/her reaction to this incident?
- Why do you think these people committed this crime? What is the evidence that this crime was based on prejudice?
- How did the crime affect the victim's family?
- What types of emotional support does the victim have?

Financial

- How much has the victim lost in terms of money and/or property due to this crime?
- Has the crime affected the victim's ability to earn income?
- How much money will the victim have to spend to recover from the crime?

Lesson 3 Names Can Really Hurt Us

Purpose

The purpose of this lesson is to make students aware of the seriousness and the consequences of prejudice and common hate incidents.

Student Objectives

In this lesson, students will accomplish the following:

- explain how people are hurt by prejudice and hate incidents
- recognize that hate incidents have serious consequences for the victim and for the perpetrator

Preparation

- Set up the *Names Can Really Hurt Us* video.
- Copy Handout 1 for students.
- Write headings on blackboard:

Victims
Emotional Impact for Victims
Social Impact for Victims
Physical Impact for Victims
Other Impact for Victims

Aggressors
Emotional Consequences for Aggressors
Social Consequences for Aggressors
Physical Consequences for Aggressors
Other Consequences for Aggressors

Teacher's Instructions

Tell students that people who commit hate crimes, like those described in the previous lesson, probably learned their prejudices early in life. These prejudices grew so strong that the people could do terrible things to others without ever caring about the pain they were causing. ***Explain*** that the people who commit hate crimes were probably involved in a number of hate incidents before they committed these crimes. ***Explain*** that although not all people who are prejudiced will go on to try to kill someone who is different from themselves, the same lack of consideration for others' pain is involved in all hate incidents.

Activity One

Names Can Really Hurt Us

- ***Distribute*** Handout 1, "Names Can Really Hurt Us," to each student.
- ***Tell*** students that they will be viewing a video in which young people describe their experiences with name calling and other hateful behavior. ***Explain*** that after the video, they will be discussing the questions on the handout "Names Can Really Hurt Us." Briefly ***review*** the questions on the handout and ***tell*** students to watch and listen for the answers.
- ***Show*** the video *Names Can Really Hurt Us*.
- ***Tell*** the students that many disturbing and hurtful acts of prejudice were discussed in the video, and that you will be reviewing one of the first incidents. ***Ask*** them to remember the girl who described her emotions when a boy spat on her sandwich and called her a name.
- ***Ask*** two students to share their answers to the first question on the worksheet. ***Discuss*** it, emphasizing the girl's emotional pain from this incident.
- ***Remind*** students that there can be different kinds of consequences for victims.
- ***Ask*** the entire class the remaining questions on the worksheet. ***Refer*** to the teacher's copy of the worksheet for examples of possible student answers.

Alternate Activity

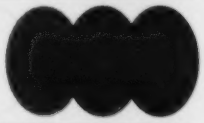
The Phone Call

Explain that people sometimes fail to understand just how serious hate incidents can be. ***Tell*** students that they will be reading about and discussing a hate incident that may sound familiar.

Divide students into six groups, called A through F. ***Distribute*** Handout 2, "The Phone Call," to each student.

Read aloud the scenario from "The Phone Call." ***Explain*** that groups will have approximately 15 minutes to read and discuss their questions and then to write their answers. ***Tell*** groups to select a group member to report answers to the class.

Beginning with question #1 and going in order through #7, ***ask*** groups how they answered the questions and discuss their answers. ***Emphasize*** the seriousness of the phone call.



HANDOUT 1: TEACHER COPY

NAMES CAN REALLY HURT US

1. What are your reactions to the hate incident in the video when the girl describes the feelings she experienced when a boy spat on her sandwich and called her a name ?

   How would you feel if this happened to you?

   Can this hateful behavior be as harmful as physical assault? Explain.

2. What are the consequences of prejudice and hate for the victims in this video?

   Note to Teacher: *The purpose of this question is to review the consequences of hate incidents for victims. The chart below lists a range of categories of victim consequences. It is only necessary to ask the students for a general range of consequences.*

IMPACT ON THE VICTIM

Emotional Consequences (feelings)	Social Consequences (relationships with others)
hurt	trying to act tough
confusion	stop trying to make new friends
fear	associating only with those who are like oneself
anger	
loneliness	developing prejudices in response to the incident
hopelessness (that prejudice would ever end)	
embarrassment	spending lots of time alone
fear of continued incidents	not trusting others
	not being included by friends in activities
Physical Consequences	**Other Consequences**
pain	trying not to do so well in school so that one might be accepted
possible injury	

HANDOUT 1: TEACHER COPY, Continued

3. What are the consequences for people who are prejudiced and who commit hateful acts?

   Note to Teacher: *The purpose of this question is to emphasize the consequences of hate incidents for the aggressors. Ask students for specific consequences in each of the categories listed below.*

AGGRESSOR CONSEQUENCES

Emotional Consequences
(feelings)

shame
disappointment in self
anger with self
embarrassment
regret

Social Consequences
(relationships with others)

disliked
isolated/shunned by others
miss out on getting to know people whom they might really like

Physical Consequences

may become victims of hate acts themselves
may expose themselves to violent retaliation

Other Consequences

legal (arrested, convicted, fined, detained)
having difficulty holding down a job because they don't get along well with others
getting into trouble at school
criminal record

4. Was the incident in the video in which Suju was held while other students pulled at her eyes a crime?

   What could happen to the students who did this?

5. According to the video, the best way to stop prejudice is always to show perpetrators how much they hurt the victim. Do you agree? Why or why not?

HANDOUT 1

NAMES CAN REALLY HURT US

1. What are your reactions to the hate incident in the video when the girl describes the feelings she experienced when a boy spat on her sandwich and called her a name?

   How would you feel if this happened to you?

   Can this hateful behavior be as harmful as physical assault? Explain.

2. What is the impact of prejudice and hate on the victims in this video?

3. What are the consequences for people who are prejudiced and who commit hateful acts?

4. Was the incident in the video in which Suju was held while other students pulled at her eyes a crime?

   What could happen to the students who did this?

5. According to the video, the best way to stop prejudice is always to show how much perpetrators hurt the victim.

   Do you agree? Why or why not?

HANDOUT 2

THE PHONE CALL

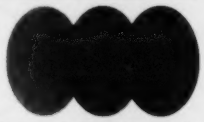
(This lesson has been adapted from *Prejudice and Violence Education* (P.A.V.E.), Newton Middle School, Newton, MA.)

Michael, Mary, Joan, Susan, and Rachel were 7th-grade students in the Newton Middle School. They had all gone to elementary school together. Recently, Rachel had an argument with Mary. They had been growing apart before the argument, and this seemed to have ended the friendship.

Last night, Mary, Joan, and Susan were over at Michael's house visiting him. His parents weren't home. The kids started to make "prank" phone calls to other classmates, hanging up on them or asking silly questions. Mary, to get back at Rachel, dialed Rachel's number and gave the phone to Michael. She told him to make Rachel look really foolish.

Michael started talking, using a fake accent of someone from India. The girls laughed. He said in the accent, "I really like you. I want to know you better. I am watching you." The girls continued to laugh. He then started to make obscene comments. Mary continued to laugh. Michael then started to make fun of Rachel's religion and said that she should go back to her own country, that she wasn't wanted here. Then he used slurs against the religion and Rachel. Michael hung up.

During the phone call, Mary laughed the whole time. Later, she said that she laughed because the accent was funny. Joan and Susan did not participate in the phone calls but remained in the room. It also turned out that Rachel was not home and the answering machine had picked up and recorded the phone call. One of Rachel's friends was able to identify the voice on the tape as Michael's.



HANDOUT 2, Continued

"THE PHONE CALL" QUESTIONS

Groups A & B

1. How do you think Rachel felt when she came home and heard the phone call?

2. How do you think Rachel's family felt when they heard the phone call?

6. What are some reasons why someone might make a phone call like this?

7. What might have been done differently to change these events?

Groups C & D

3. What do you think happened after Rachel and her family heard the phone call?

4. Do you think any laws were broken? If so, what laws?

7. What might have been done differently to change these events?

HANDOUT 2, Continued

Groups E & F

5. What consequences do you think may have resulted from this incident?

   For Rachel and her family?

   For Michael?

   For Mary?

   For Joan and Susan?

7. What might have been done differently to change these events?

NOTES

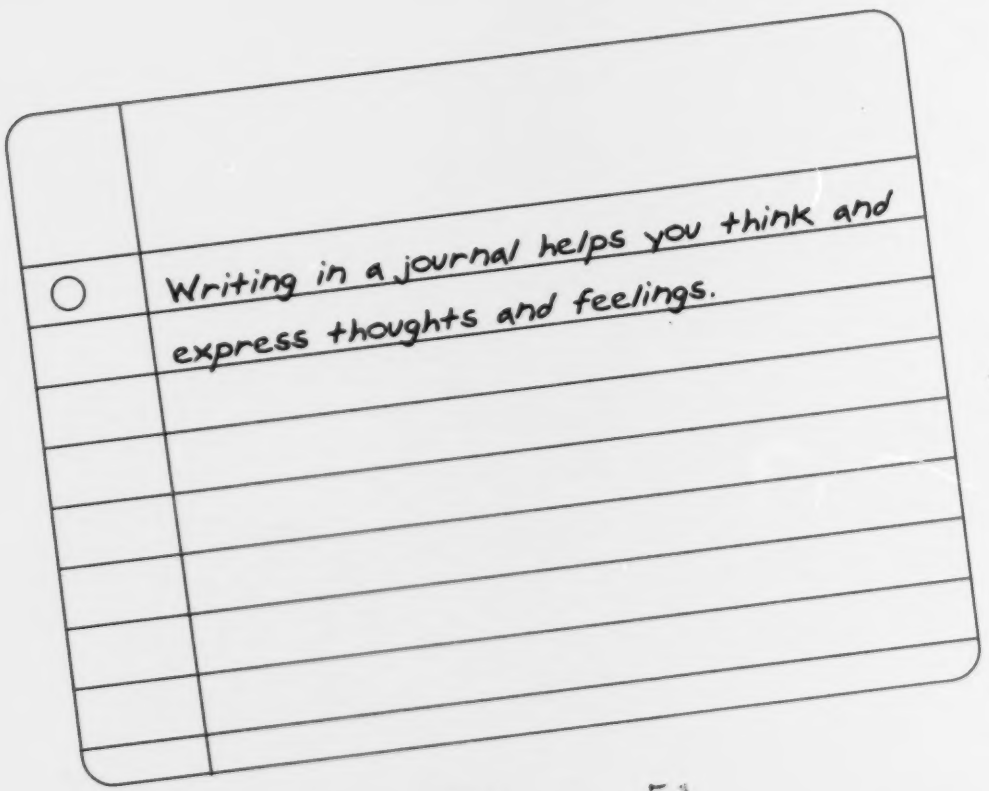
UNIT 2

The Power of the Pen

The Journal's Place in the History of Hate Crimes and the Purpose of Student Journal Writing

Lesson 1: Journal Accounts of Victims of Hate Crime

Lesson 2: Student Journal Writing



51

Lesson 1

Journal Accounts of Victims of Hate Crime

Purpose

Through reading journal accounts of Anne Frank during the Holocaust and Zlata Filipovic during the struggle in Bosnia, students understand the emotional impact of hate crimes on the victims during times of war.

Student Objectives

In this lesson, students will accomplish the following:

- use critical thinking skills to synthesize historical information and relate it to their own culture's ethnic/gender perception
- understand the feelings and perspectives of the victims of hate crimes during war

Preparation

- Copy Handout 1 for students.

Teacher's Instructions

Explain to students that a **diary** or **journal** is a record of experiences, ideas, and reflections kept regularly for private use.

Teaching Points

Convey these points to the students as an overview of the lesson:

- ❑ Personal accounts can bring historical events to life. Reading about the personal experiences of individuals like Anne Frank during the Holocaust and Zlata Filipovic during the struggle in Bosnia allow us a unique understanding of historical and current events seen through the powerful emotional experiences of people who have been subjected to prejudice, discrimination, and even **genocide** (mass murders sanctioned by the state).

- ❑ Born in 1929 in Germany, Anne Frank spent two years of her life in unusual circumstances; she was hidden from the Nazis during World War II with seven other people in a small group of rooms in Amsterdam. Sadly, Anne Frank's life was cut short three months before her sixteenth birthday. All we have left is her remarkable diary, which reveals her thoughts, feelings, and strategies for resistance. *Anne Frank: The Diary of a Young Girl* has been translated into 31 languages and has been published in 30 countries.

- ❑ Published in Germany in 1947, the book had a powerful effect on the world. Anne's story drew international attention to and helped promote investigation of the Holocaust, leading to the arrest and imprisonment of Nazi sergeants who were responsible for her death and the deaths of others.

- ❑ Yet another war of "ethnic cleansing" between the Muslims and Serbians has occurred in even more recent times in Bosnia-Herzegovina. Thirteen year-old Zlata Filipovic's diary, *Zlata's Diary: A Child's Life in Sarajevo,* showed the world the daily struggle of life under the siege of Sarajevo. Through her diary, we see her carefree, peaceful world increasingly limited by violence.

- ❑ Zlata keeps to her family's apartment, spending nights in fear as the shells rain down outside. Zlata preserves what she can of her former existence, continuing to study piano, to find books to read, to celebrate special occasions. Zlata wrote her diary over a two-year period, from September 1991 to October 1993. She and her parents were allowed to leave Sarajevo just before Christmas 1993.

Activity One

Journals of the Past and Present

- ***Distribute*** Handout 1, "Selected Excerpts: Entries from *Anne Frank: The Diary of a Young Girl* and *Zlata's Diary: A Child's Life in Sarajevo.*"
- ***Ask*** for two volunteers who will read the parts of Anne and Zlata. ***Ask*** the students to read the parts aloud to the class. ***Thank*** the students for their participation.
- ***Facilitate*** a whole-class discussion framed around the following questions and any other questions that you feel would be appropriate for the discussion.
  - *How did both Anne's and Zlata's excerpts change as they went along?*
  - *How were the accounts the same? How were they different? What do you think accounts for the differences?*
  - *Do Anne and Zlata feel the same about being young during wartime? How are their feelings the same and how are they different?*
  - *What questions are they both asking about the societies in which they grew up? What questions do you have for your own society?*
  - *"Anne Frank's voice was preserved. " Ernst Schnabel wrote, "out of the millions that were silenced, this voice no louder than a child's whisper....It has outlasted the shouts of the murders and has soared above the voices of time."*
  - *According to this quote, what has Anne Frank's diary brought to history? Do you think Zlata's diary will have the same impact? Why or why not?*

HANDOUT 1

SELECTED EXCERPTS

Entries from *Anne Frank: Diary of a Young Girl* (New York: Doubleday Dell Publishing, c. 1952) and *Zlata's Diary: A Child's Life in Sarajevo* (New York: Penguin Publishing, c. 1993)

ANNE

Friday, 9 October, 1942

Dear Kitty,

I've only got dismal and depressing news for you today. Our many Jewish friends are being taken away by the dozen. These people are treated by the Gestapo without a shred of decency, being loaded into cattle trucks and sent to Westerbork, the big Jewish camp in Drente. Westerbork sounds terrible: only one washing cubicle for a hundred people and not nearly enough lavatories. There is [sic] no separate accommodations. Men, women, and children all sleep together. One hears of frightful immorality because of this; and a lot of the women, and even girls, who stay there any length of time are expecting babies.

It is impossible to escape; most of the people in the camp are branded as inmates by their shaven heads and many also by their Jewish appearance. If it is as bad as this in Holland whatever will it be like in the distant and barbarous regions they are sent to? We assume that most of them are murdered. The English radio speaks of their being gassed. Perhaps that is the quickest way to die. I feel terribly upset. I couldn't tear myself away while Miep told these dreadful stories; and she herself was equally wound up for that matter....

Yours, Anne

ZLATA

Sunday, April 5, 1992

Dear Mimmy,

I'm trying to concentrate so I can do my homework (reading), but I simply can't. Something is going on in town. You can hear gunfire from the hills. Columns of people are spreading out from Dobrinja. They're trying to stop something, but they themselves don't know what. You can simply feel that something is coming, something very bad. On TV I see people in front of the B-H parliament building. The radio keeps playing the same song: "Sarajevo, My Love." That's all very nice, but my stomach is still in knots and I can't concentrate on my homework anymore.

Mimmy, I'm afraid of WAR!!!

Zlata

HANDOUT 1, Continued

ANNE

Wednesday, 3 May, 1944

Dear Kitty,

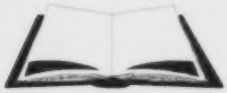
First, just the news of the week.... As you can easily imagine we often ask ourselves here despairingly: What, oh, what is the use of this war? Why can't people live peacefully together? Why all this destruction? The question is very understandable, but no one has found a satisfactory answer to it so far. Yes, why do they make still more gigantic planes, still heavier bombs and, at the same, prefabricate houses for reconstruction? Why should millions be spent daily on the war and yet there's not a penny available for medical services, artists, or poor people? Why do some people have to starve, while there are surpluses rotting in other parts of the world? Oh, why are people so crazy?

I don't believe that the big men, the politicians and the capitalists alone, are guilty of the war. Oh no, the little man is just as guilty, otherwise the peoples of the world would have risen in revolt long ago! There's in people simply the urge to destroy, an urge to kill, to murder and rage, and until mankind, without exception, undergoes a great change, wars will be waged, everything that has been built up, cultivated, and grown will be destroyed and disfigured, after which mankind will have to begin it over again.

I have been downcast, but never in despair; I regard our hiding as a dangerous adventure, romantic and interesting at the same time. In my diary I treat all the privations as amusing. I have made up my mind now to lead a different life from other girls and, later on, different from ordinary housewives. My start has been so very full of interest, and that is the sole reason why I have to laugh at the humorous side of the most dangerous moments.

I am young and I possess many buried qualities; I am young and strong and am living a great adventure; I am still in the midst of it and can't grumble the whole day long. I have been given a lot, a happy nature, a great deal of cheerfulness and strength. Every day I feel that I am developing inwardly, that the liberation is drawing nearer and how beautiful nature is, how good the people are about me, how interesting this adventure is! Why, then, should I be in despair?

Yours, Anne



HANDOUT 1, Continued

ZLATA

Thursday, November 19, 1992

Dear Mimmy,

Nothing new on the political front. They are adopting some resolutions, the "kids" are negotiating, and we are dying, freezing, starving, crying, parting with our friends, leaving our loved ones. I keep wanting to explain these stupid politics to myself, because it seems to me that politics caused this war, making it our everyday reality. War has crossed out the day and replaced it with horror, and now horrors are unfolding instead of days. It looks to me as though these politics mean Serbs, Croats and Muslims. But they are all people. They are all the same. They all look like people; there's no difference. They all have arms, legs and heads, they walk and talk, but now there's "something" that wants to make them different.

Among my girlfriends, among our friends, in our family, there are Serbs and Croats and Muslims. It's a mixed group and I never knew who was a Serb, a Croat or a Muslim. Now politics has started meddling around. It has put an "S" on Serbs, an "M" on Muslims and a "C" on Croats, it wants to separate them. And to do so it has chosen the worst, blackest pencil of all, the pencil of war which spells only misery and death.

Why is politics making us unhappy, separating us, when we ourselves know who is good and who isn't? We mix with the good, not with the bad. And among the good there are Serbs and Croats and Muslims, just as there are among the bad. I simply don't understand it. Of course, I'm "young," and politics are conducted by "grown-ups." But I think we "young" would do it better. We certainly wouldn't have chosen war....

Love, Zlata

ANNE

Friday, 5 May, 1944

Dear Kitty,

Daddy is not pleased with me.... "I believe, Daddy, that you expect a declaration from me, so I will give it you. You are disappointed in me, as you had expected more reserve from me, and I suppose you want me to be just as a fourteen-year-old should be. But that's where you're mistaken! Since

HANDOUT 1, Continued

we've been here, from July 1942 until a few weeks ago, I can assure you that I haven't had an easy time. If you only knew how I cried in the evening, how unhappy I was, how lonely I felt, then you would understand.... When I had difficulties you all closed your eyes and stopped up your ears and didn't help me; on the contrary, I received nothing but warnings not to be so boisterous. I was only boisterous so as not to be miserable all the time....

Yours, Anne

ZLATA

Sunday, October 17, 1993

Dear Mimmy,

AGAIN! Again and again they keep sinking all our boats, taking and burning all our hopes. People said that they wouldn't do it anymore. That there would soon be an end to it, that everything would resolve itself. THAT THIS STUPID WAR WOULD END! Oh, God, why do they spoil everything? Sometimes I think it would be better if they kept shooting, so that we wouldn't find it so hard when it starts up again. This way, just as you relax, it starts up AGAIN. I am convinced now that it will never end. Because some people don't want it to, some evil people who hate children and ordinary folk. I keep thinking that we're alone in this hell, that nobody is thinking of us, nobody is offering us a helping hand. But there are people who are thinking and worrying about us.... People worry about us, they think about us, but sub-humans want to destroy us. Why? I keep asking myself why? We haven't done anything. We're innocent. But helpless!

Zlata

Lesson 2

Student Journal Writing

Purpose

Through writing in their own journals, students are able to monitor their progress over the course of the curriculum and express personal attitudes and feelings about the lessons that they may not want to share in class.

Student Objectives

In this lesson, students will accomplish the following:

- monitor their progress in this program and express highly personal thoughts and feelings regarding the lessons
- become aware of the positive effects and usefulness, both socially and individually, of documenting personal thoughts and feelings

Preparation

- Supply students with notebooks they may use as journals for this lesson and the rest of the program.
- Copy Handout 1 for students.

Teaching Point

Convey the following point to students as a way of introducing the lesson:

- Besides serving as an important personal outlet, a journal can be an important beginning point for thinking about society.

Activity One

Documenting Our Own Personal Experiences of Prejudice and Reactions to the Curriculum: Journal Writing

- ***Introduce*** this activity by explaining that students will be keeping a journal throughout this class.
- ***Assure*** students that their journals will be private and that they will not be required to show their journal to the teacher or anyone else, unless they choose to do so. ***Answer*** any questions students may have about collecting material for their journal, responding to activity questions, and expressing personal insights and concerns.
- As a way to begin their journals, ***distribute*** Handout 1, "Questions for Beginning Your Journal" and ***ask*** students to write responses to the questions in their journals.
- ***Tell*** students to continue to bring their journals to class.
- ***Remind*** the students that they can confide completely in a journal, that it is private and no one but themselves will have access to it. A journal can provide support and comfort.
- ***Instruct*** the students to write in the journal as often as they like.

HANDOUT 1

QUESTIONS FOR BEGINNING YOUR JOURNAL

- What is your culture or racial/ethnic background?

- Where are your parents and grandparents from?

- Have you ever felt that you have been a victim of prejudice or discrimination? Describe your experience. How did it make you feel?

- Have you ever victimized someone else through prejudice or discrimination? Describe the experience and how it made you feel during and after. (Remember, you will not have to share this with anyone).

- What would you like to see happen in the world today so that there would be less hatred, prejudice, and discrimination?

- What can young people do to make this a reality?

NOTES

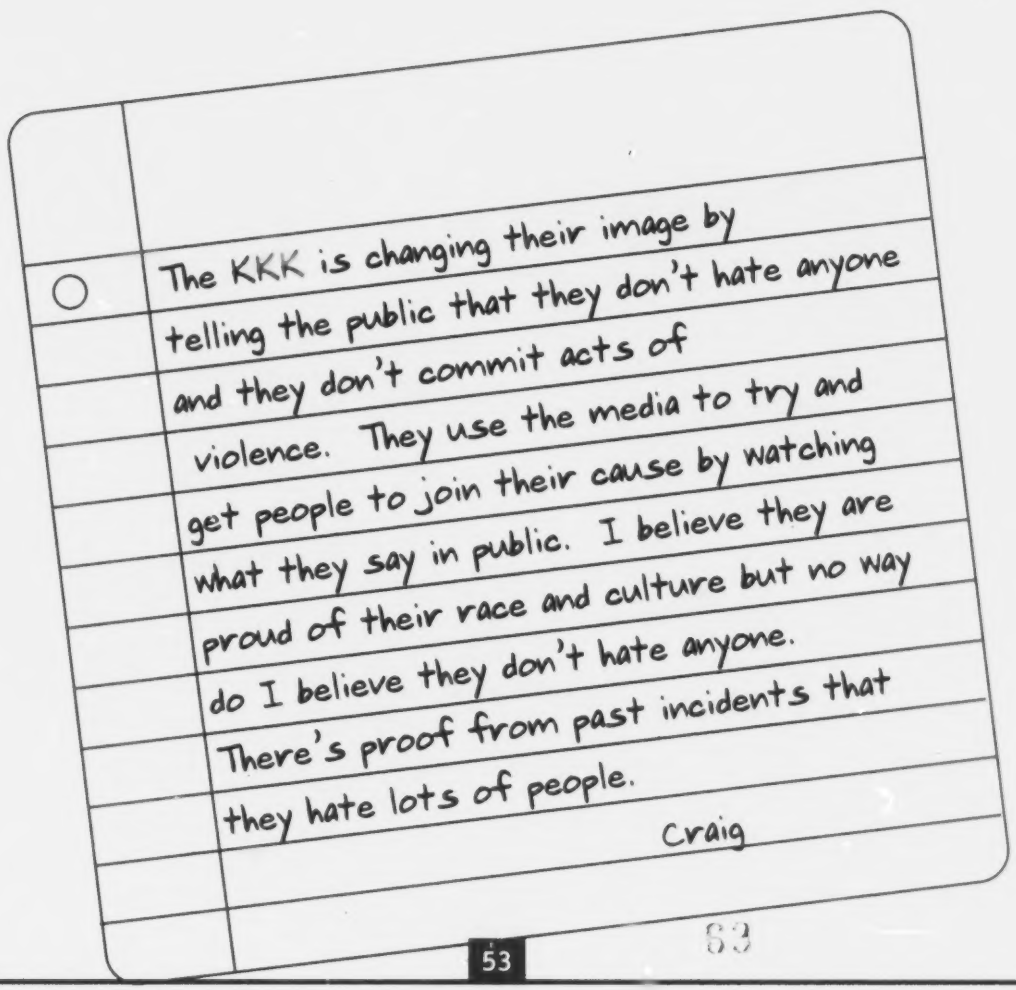
UNIT 3

Hate Crime Perpetrators

Why They Do It

Lesson 1: The Perpetrators of Hate Crimes: Who They Are and Why They Join Hate Groups

Lesson 2: Up Close and Personal: Individual Perpetrators of Hate Crimes


The KKK is changing their image by telling the public that they don't hate anyone and they don't commit acts of violence. They use the media to try and get people to join their cause by watching what they say in public. I believe they are proud of their race and culture but no way do I believe they don't hate anyone. There's proof from past incidents that they hate lots of people.
Craig

Lesson 1

The Perpetrators of Hate Crimes: Who They Are and Why They Join Hate Groups

Purpose

Students become aware of hate crime perpetrators' motives and activities and the methods they use.

Student Objectives

In this lesson, students will accomplish the following:

- explain why individuals join hate groups
- understand that active extremist groups exist in the United States today which are trying to destroy our democratic society
- identify the groups extremists typically target: African Americans, Jews, new immigrants, lesbians, gay men and women
- explain that these extremist groups are willing to use terrorism and violence to get their way
- identify ways in which extremist groups manipulate their image, and use the media and political positions to gain public support
- understand that although present-day extremist groups may be small, they deserve to be taken seriously, as their potential for violence and harm is real and that even racists can learn to respect the law
- identify options they can take as students to reduce and prevent racism and hatred

Preparation

- Set up video segments from the *48 Hours* video.
- Copy Handout 1 for students.

Teaching Points

Convey the following points to the students as an overview of the lesson:

- ❑ In 1865, the first organized white supremacist group—the Ku Klux Klan—began to spread its hatred in America. Since that time, other groups have started, too. Members of white supremacist groups include men and women, young people and elders living throughout the United States in cities, suburbs, and rural areas. Despite individual group differences, they all share hatred and resentment of certain racial, ethnic, religious, and sexual orientation groups. Groups commonly targeted by white supremacist include African Americans, Jews, Muslims, new immigrants, and gay men and lesbians. Historically, Roman Catholics have also been targeted by the Ku Klux Klan.

- ❑ White supremacist groups actively try to get youth to join. They try to make their message sound as attractive as possible to young people.

- ❑ The hate movement was a campaign organized and led by white supremacists in the 1980s to attract more people to their cause. In this campaign, white supremacists tried to make their message seem more acceptable to a wider variety of people than ever before.

- ❑ Presently, in an attempt to win the support of a greater number of American citizens, many hate groups are using new tactics and technology to appeal to specific groups of people. Hate group leaders appear on television and radio talk shows, with white supremacist guests often getting paid for their appearances. Most recently, the groups and their members have begun using the Internet to attract people.

- ❑ While they try to sound strong, the Klansmen, neo-Nazis, and other hate groups act from fear and the feeling of constant threat. They encourage hatred and negative prejudiced attitudes towards other people. The individuals that become members of hate groups are often people having problems in their lives. Hate group meetings offer them what they have not been able to find in their day-to-day lives—social opportunities, a chance to feel like a leader, and a place to express their frustrations. There are other ways, however, to meet these needs without resorting to prejudice, hatred, or violence.

- ❑ While it is important to understand that few hate crimes are actually committed by the Ku Klux Klan and other white supremacist organizations, their impact is great. Most hate-motivated murders, fires, bombings, and assaults are committed by people who are not officially affiliated with an organized group, but who share their extreme hatred and may be influenced by their beliefs. The Oklahoma bombings and the church fires in the South have shown what can happen when people act on prejudice and hatred.

Activity One

The "New" Klan

- ❑ ***Distribute*** Handout 1, "Discussion Questions for the *48 Hours* Video." ***Ask*** them to review the questions and be prepared to discuss them after viewing the segment of the *48 Hours* video. ***Show*** students the selected segment of the *48 Hours* video (15 minutes).

- ❑ Because this segment is powerful, ***take approximately 5 to 10 minutes to ask*** students to write their reactions to the video in their journal and ***ask*** for any volunteers who would like to discuss their reactions to the video.

- ❑ After students have written in their journals and briefly discussed their emotional reactions to the video, ***divide*** students into groups of three or four. ***Ask*** each group to write down all the clues they found in the video that indicated that the new KKK is still based on hatred and prejudice.

- ❑ ***Ask*** for volunteers from each group to report their responses to the class. ***Write*** the responses on the blackboard.

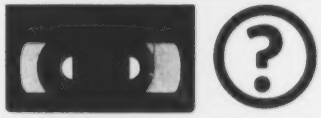
- ❑ ***Facilitate*** a class discussion framed around the questions in Handout 1, "Discussion Questions for the *48 Hours* Video."

Activity Two

Students Acting to Prevent Hatred

Show the segment from *48 Hours* of student initiatives to prevent hatred (3 minutes). ***Conclude*** this class by asking students the following questions after viewing the segment:

- *Do you agree with the students at the end of the video who say that in order to end racism we need to teach tolerance and give students the opportunity to talk and tell what each one thinks?*
- *In the previous video segment, we witnessed the widespread hate among new Klan members. As students in school, what role can you play to promote civil rights and reduce hatred in our country?*



HANDOUT 1

DISCUSSION QUESTIONS FOR THE *48 HOURS* VIDEO

- Why are KKK leaders trying to change the KKK's image?

- The old KKK committed many hate crimes, including killing innocent people. What are current KKK leaders doing and saying to make people believe the new KKK is different from the old KKK?

- Do you believe the Klan's new language, "We don't hate anybody. We're proud of our race and culture." Why or why not?

- Why is it important for us to know the KKK's real beliefs?

- What happens when other people use violence to oppose the KKK rallies? Is violence an effective way to deal with the Klan? Why or why not?

Lesson 2

Up Close and Personal: Individual Perpetrators of Hate Crime

Purpose

To help students understand why some people are attracted to hate groups and what can happen once they join these groups.

Student Objectives

In this lesson, students will accomplish the following:

- explain why members of hate groups join, and why they leave
- describe some of the beliefs and actions of people in hate groups
- offer suggestions for preventing people from joining hate groups

Preparation

- Copy Handout 1 for students.
- Put the following headings on pieces of newsprint and post them around the room with extra newsprint under each.
  - **Why People Join Hate Groups**
  - **How Belonging to a Group Makes People Feel**
  - **What People in Hate Groups Believe**
  - **What People in Hate Groups Do**
  - **Why People Leave Hate Groups**
  - **How We Might Prevent People from Joining Hate Groups**
- If using Optional Activity, set up *Eric's Story* video.

Teaching Point

Introduce the lesson by saying, "In the last lesson, you saw a video about a Ku Klux Klan (KKK) leader. What did the leader want you to believe about the KKK? Was he presenting the whole truth about the KKK? What information about the KKK and other white supremacist groups did he leave out?"

Note to Teacher

Be sure students realize that leaders of hate groups often hide their true beliefs and intentions. Hate groups may do this to attract potential members and/or to decrease opposition to their group. The leader of the KKK wants people to believe that KKK members just want to express pride in their white American heritage. The Klan's leader does not say anything about the intimidating and violent acts committed by the KKK.

Activity One

Floyd's Story: Why I Quit!

- ***Distribute*** Handout 1, "Why I Quit!" to each student.

- ***Explain*** that people sometimes become dissatisfied with their lives in hate groups and decide to leave.

- ***Tell*** students that they will be reading an article by Floyd Cochran, who was a leader in the Aryan Nations, but then left the organization. ***Explain*** that the Aryan Nations is a white supremacist group that combines hate and religion. ***Tell*** students that, as they read, they are to think about each of the headings on the newsprint posted around the room. ***Read*** the headings aloud. ***Tell*** students that they will be creating a list under each heading and ***suggest*** that as they read the article they underline or highlight phrases that give clues about each of the headings.

- ***Call on*** individual students to read aloud paragraphs from the article while others read along silently. After selected paragraphs are read, ***ask*** questions to reinforce main points or to draw out key information. Teachers may want to use some of the questions below:

  Paragraph 1: *How long was Floyd in the Aryan Nations?*

  What did he do as a member of the group?

  Paragraph 3: *Who attended these meetings?*

How did they view African Americans, Asians, Mexicans, and other people of color?

What complaints did they have against the U.S. government?

Paragraph 4: *How did Floyd feel as a member of this group?*

Paragraph 5: *What was their religion?*

Is it the same Christianity that is taught in most churches?

Paragraph 6: *What was the group preparing for?*

What did they think would happen as a result of the war?

Paragraph 7: *How were they preparing?*

Paragraph 9: *When someone is a member of one of these groups, the group becomes like one's family. What evidence of that do you see here?*

Paragraph 10: *How did the organization control its members?*

Paragraph 13: *Are you surprised by the kind of people who joined the organization?*

Why or why not?

Paragraph 14: *How did Floyd feel before joining the group?*

Paragraph 15: *How did people react to Floyd's uniform?*

How did their reaction make Floyd feel?

Paragraph 16: *What was the plan for Floyd's son after the Aryan Nations took power?*

Paragraph 18: *What happens if a member questions the teachings of the group?*

Paragraph 20: *What does Floyd regret?*

Paragraph 21: *How did Floyd feel after he left the group?*

Optional Activity

Eric's Story: Life as a Skinhead

(This activity is highly recommended because it allows students to compare the experiences of people of varying ages from different hate groups. The similarities will help students to understand why people join hate groups, the activities of these groups, and why people may become disillusioned with the groups. In order to complete this activity, students must view Eric's Story: Life as a Skinhead, *which is one segment of the video* That Old Gang of Mine. *This video may be acquired through the Bureau for At-Risk Youth, Plainview, New York, 1-800-99-YOUTH.)*

Introduce the video by saying, "Now we'll watch a video in which a young man named Eric shares his thoughts and feelings about his experiences as a skinhead. Skinheads are young white supremacists who shave their heads to identify themselves as part of their group. You will find both some similarities and some differences between Eric and Floyd. As you watch and listen, think about each of the headings on the newsprint."

Show the video.

After the video, ***ask*** the following questions:

- *What is Eric's attitude toward people of color and others who are different from him?*
- *How did Eric feel when he was on the streets with other skinheads?*
- *What are some things that Eric regrets?*
- *Eric has tried to quit the skinheads before and has gone back. He still seems confused about his future. Do you think he has really quit this time? What do you think needs to happen so that Eric does not return to the skinheads?*

Note to Teacher

Be aware that some students may identify with Eric and share some of his prejudices. Help students to remember that the United States is a nation made up almost entirely of immigrants, the main difference being how and when each group originally came to America. Therefore, no one race or ethnic group (other than Native Americans) can claim to be any more of a "real American" than another. It is sometimes useful to help students draw parallels between the discrimination that those of their own ethnic group once suffered and the prejudices common today. Students also must be aware that, regardless of one's personal opinions, no one has the right to harm or deprive others of their human rights.

Activity Two

Carousel Activity

- ***Divide*** students into six groups. ***Assign*** a group to each newsprint station and ***ask*** them to discuss the heading and then to write the ideas on which the group agrees on the newsprint. ***Allow*** each group two minutes at a station and then ***rotate*** groups to the next station. At each station, groups should try to come up with ideas not previously written by others. Each student should have an opportunity to record ideas for the group.

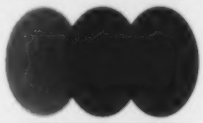
- After all groups have worked at each station, ***select*** a student to read aloud the written comments from the first station. ***Discuss*** these and allow students to add new ideas. ***Repeat*** for each station.

- Throughout the discussion, ***reinforce*** the notion that people join hate groups out of a need to belong and that they get swept up in the power they feel over others. ***Stress*** the harmful things these groups do and ***help*** students understand there are more positive ways to get a sense if belonging, power, and achievement.

Homework: Journal Entry

Option A: ***Ask*** students to write privately about their opinions of hate groups and people who join them.

Option B: ***Remind*** students that people sometimes join hate groups because they are looking for a way to feel a part of a group. ***Tell*** them to write privately about the things they do or can do to get a sense of belonging and importance. If students need some help getting started, ***suggest*** one or two of the following: joining school organizations or youth groups, doing things with family members, playing in a band or on a team, going camping with friends, volunteering to help others.



HANDOUT 1

WHY I QUIT! *by Floyd Cochran*

Reprinted with permission from *The Monitor* (Center for Democratic Renewal: Atlanta, GA), May 1993, pp. 9–10.

1. I walked up to the "Whites Only" sign at the gate at the Aryan Nations compound in July, 1990 and was received with open arms. Two years later I left, with disgust and sorrow at the waste racism had made of my life. I had been the fifth highest-ranking member of the Aryan Nations. Marching with the Klan in the South. Organizing recruiting drives in Tennessee, Oregon and Washington state. Running a youth camp on the anniversary of Adolf Hitler's birthday. Teaching a racist perversion of Christianity called Identity.

2. Life at the 20-acre encampment near Hayden Lake, Idaho was a mixture of everyday happenstance and revolutionary fervor. After first arriving from my former home in upstate New York, I slept in the bunkhouse. It had 24 beds, but no heating or insulation. Nearby was a building we used as a church and a couple of trailers used for offices. A small printing press churned out propaganda. The leader of the group, Richard Butler, a retired engineer from California, and his wife Betty, also lived on the compound in a nice house.

3. My first weekend was the annual July summit meeting of 200 Klan and neo-Nazi leaders from across the country. They made speeches to each other and held small, private strategy meetings into the night. Several dozen different organizations were represented. The government was supposedly controlled by Jews and called "ZOG," Zionist Occupation Government. Occasionally, a speaker would attack "white weakness," the supposed capitulation of whites to people of color.

4. In the summer months after the conference, I was assigned to take care of the trash and maintain the grounds. But I felt part of something big and important. I may have just milked cows for a living back home, but on the compound we were part of the elite of the master race. After I was trusted by the leadership, I was assigned guard duty. Each night at nine o'clock the gate was closed. I took my turn in the guard shack with a weapon by my side.

5. As a youth I had gone to Baptist, Pentecostal and other churches, but had stopped being religious. Instead I became fascinated with history and the story of Adolf Hitler—who had risen from the gutter to world power. The Aryan Nations, however, considered itself the political arm of the Church of Jesus Christ Christian. Each Sunday morning I attended worship services and on Wednesday evenings were Bible studies. For example, we read verses from the Book of Genesis and concluded that there had been two creations—one for people of color and another for white people. We called this theology Christian Identity.

6. We read the Book of Revelation and believed that the final battle of Armageddon would be a race war in the United States. God's people were supposed to flee to the mountains in order to be able to survive crisis and tribulation. White people were going to annihilate the

HANDOUT 1, Continued

forces of Lucifer and the AntiChrist—blacks and other people of color and Jews. We believed that Aryan Nations and Christian Identity white people were going to rule the world.

7. We were prepared. One day I helped unload 10,000 rounds of ammunition and store it near the office trailer. There was also an underground fuel tank, a huge generator and food stockpiles—buckets of flour and tanks of water.

8. My first September living on the compound there was a big double wedding celebration. An attorney from Texas, Kirk Lyons, and his chiropractor friend, Neil Payne, married two sisters—Brenna and Beth Tate. Former Texas Klansman Louis Beam was Lyons's best man. The Tates were the daughters of Charlie Tate, the number-two man in the organization. Their brother David Tate is in jail for shooting two Missouri highway patrolmen, killing one of them.

9. It was a Scottish-type wedding, with kilts and bagpipes. Richard Butler conducted the ceremony. Someone else took video pictures. Aryan Nations members came from Canada, as well as Montana, Texas, and other states. If it hadn't been an assemblage of some of the most dangerous white supremacists in North America, it would have been just a pleasant family affair in the remote woods.

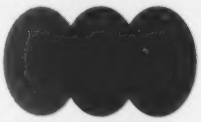
10. My first chance for leadership was Octoberfest. Richard Butler had to testify in Boise, Idaho at the trial of three Aryan Nations members who were accused of plotting to blow up a gay bar in Seattle—so I was in charge. Most of those who attended were skinheads from nearby Oregon and Washington state. Most of the skinheads stayed in the bunkhouse, unless they had a motel room in a nearby town. They had to sign in and sign out. Their cars were searched when they came in to insure that they were not bringing in alcohol or drugs. Their license plate numbers were taken, along with pictures and social security numbers.

11. We did the same thing the following April during the Aryan Youth weekend on the anniversary of Hitler's birthday. During these weekend celebrations there would be lectures and sporting contests. We also taught karate and martial arts. But target shooting was held off the compound.

12. At first I thought that most of the recruits would be white, working class young people from the big cities. But there were a surprising number of middle-class kids, fresh from the suburbs.

13. They joined the white supremacist movement looking for a family and a place to belong. They grew up without being taught responsibility or accountability. When they came to Aryan Nations they were given a structure and told what to do. We gave them a uniform and some patches to wear. After a while some of them would get a title and some authority.

HANDOUT 1, Continued



14. Although I'm 36 years old, the same things that attract young people to the Aryan Nations attracted me. My biological parents divorced when I was two. My father remarried, but I was placed in foster homes after I was eleven. Then I was in and out of trouble with the law. I got my GED while I was in jail in 1979. I have two children of my own, but my marriage was a disaster.

15. When I joined Aryan Nations I thought I had found a home. When I became public affairs and propaganda spokesman, the media treated me seriously. I remember walking into a human rights meeting in Coeur d'Alene, Idaho and shocking everyone in the room just because of my uniform. It was intoxicating, being able to intimidate people without opening my mouth.

16. In upper New York state, where I grew up, there are very few black people. I believed the usual caricatures that white people have of black people. I left the white supremacist movement for a number of reasons, but the biggest moment occurred in Tennessee. I was in the middle of an organizing drive and several of us were sitting around talking. I pulled out my wallet and showed everyone a picture of my sons. One of the leaders said that after the Aryan Nations took power, one of them would have to be euthanized. He had a cleft palate and was supposedly a genetic defect.

17. That started my thinking. Where do you draw the line? Black people are born black. Chinese people are born Chinese. Indians are born Indians. Is it right to kill people just because of who they are? The answer is no.

18. I started asking questions about their teachings of the Bible. Whenever I asked a question they couldn't answer, they told me to shut up—that I asked too many questions.

19. At first it was hard for me to leave. I had been a true believer. A few of the people really had become friends. When I left the compound, I had $100, no job and no friends. For several weeks I slept in the park or on the floor of a nearby warehouse.

20. I may be a traitor to the Aryan Nations, but I've taken a step up from the so-called "master race" to the human race. I am no longer a traitor to myself. In the past I have done harmful things, particularly teaching young people to hate. I want to change that. There is still a long way to go.

21. The day after I left the Aryan Nations, I was sitting in the park watching a basketball game. One of the players was an Amerasian boy. My first gut reaction was: Hey! He doesn't belong here. But after I thought about it I realized that he was much better off than I was. At least he had friends. The Aryan Nations had cut me off from so many people. There is so much for me to learn.

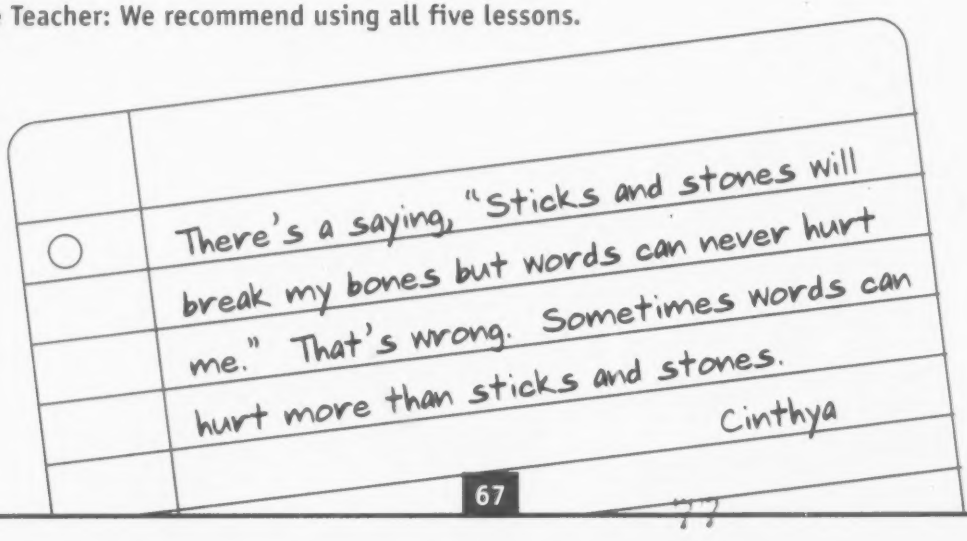
UNIT 4

Turning It On

Examining the Media's Role in the Development of Prejudice

Lesson 1:	**You Gotta See It to Believe It: The Media's Role in Promoting Prejudice and Stereotyping**
Lesson 2:	**Different Channel, Same Stereotypes: How Television Reinforces Stereotypes**
Lesson 3:	**Only in the Movies? How Media Can Promote Positive Discussion of Racial and Ethnic Relationships**
Lesson 4:	**The Message of Music: Creating Your Diversity Song**
Lesson 5:	**Changing the Tunes: Performing Your Diversity Song**

* To the Teacher: We recommend using all five lessons.


There's a saying, "Sticks and stones will
break my bones but words can never hurt
me." That's wrong. Sometimes words can
hurt more than sticks and stones.
Cinthya

Lesson 1

You Gotta See It to Believe It: The Media's Role in Promoting Prejudice and Stereotyping

Purpose

By understanding how to view the media critically, students understand how the media plays a role in shaping our ideas about different various racial, religious, cultural, ethnic, and gender groups.

Student Objectives

In this lesson, students will accomplish the following:

- develop effective critical viewing skills
- identify how the media exhibits prejudice and stereotyping in its portrayal of individuals and groups of people
- understand and discuss how the media shapes our ideas and perceptions of people

Preparation

- Copy Handouts 1, 2, and 3 for students. Make several copies of Handout 2 for each student.

Teaching Points

Convey these points to the students as an introduction to the unit:

- ❑ Most people are in contact with different forms of media, including television, radio, movies, and magazines, on a daily basis. Because of their power and pervasiveness in our culture, the media can influence the way people act and make decisions.

- ❑ Many television shows, magazine advertisements, music, music videos, and films contain subtle or obvious messages of racism, discrimination, and prejudice.

- ❑ Some studies have indicated that youth in particular are at special risk of being influenced by the media's subtle and obvious prejudiced, racist, and discriminatory messages.

- ❑ However, the media can also be used as a positive tool to promote equality and can be effective in teaching us about human injustice.

Activity One

Keep Your Eye on It: Developing a Critical Eye

- ***Ask*** the class how many forms of media they come into contact with from the time they wake up until the time they go to bed at night. ***Write*** their responses on the board. ***Remind*** the class that radio, newspapers, magazines, and video are all examples of media. ***Ask*** the students if they are surprised by the amount of contact they have with different forms of media. ***Explain*** to the class that the sheer number of forms of media we are in contact with on a daily basis is one reason why the media has such a great influence on our perceptions of other people and groups.

- ***Provide*** the definition of **socialization** to the class: to change to fit into society; the process of learning how to fit into a particular culture or society.

- ***Ask*** for volunteers to offer examples of institutions, individuals, or things that "socialize" us. Student examples should include:

  - parents
  - other family members
  - friends and peers
  - schools or educational institutions
  - religious organizations
  - different groups we belong to
  - sports
  - media

- ***Make sure*** students include the media as an example of something that socializes individuals. ***Ask*** students what they think are the positive and negative aspects of socialization. ***Write*** their responses on the board.

Activity Two

Catch 'Em in the Act Contest: Using Critical Thinking Skills to Identify Stereotypes

- ***Write*** the expression "CRITICAL EYE" on the chalkboard or flipchart.

- ***Ask*** students to comment on what they think the phrase means. ***Explain*** that looking at something critically means looking at it carefully in order to make an exact evaluation or judgment and considering what is true and what is false about something. ***Emphasize*** that one way to think about the concept of the "critical eye" with respect to prejudice and stereotyping is to consider the way in which we view different groups of people in the media.

To get the class thinking critically, ***divide*** students into three or four groups. ***Tell*** each group that they will have 10 minutes to come up with instances of stereotyping in all forms of the media. ***Instruct*** students to write the name of the movie, television show, video, song, magazine, newspaper, or radio program and the type of stereotyping demonstrated. ***Tell*** them that the group who comes up with the most examples of stereotyping in the 10-minute period wins.

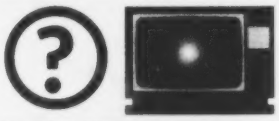
Ask student volunteers from each group to report their examples back to the class. ***Write*** these on the board. ***Facilitate*** a group discussion of examples that are controversial or debatable such as "an all-black or all-white television program." ***Explain*** to students that it is not always easy to determine whether a portrayal of a certain group or individual is a stereotype. Some people may find stereotyping where others do not. In those instances it is best to ask a member of the group portrayed how he or she feels about it.

Conclude this discussion by asking students which groups they feel are most often stereotyped in the media. ***Write*** their responses on the board. ***Ask*** students if doing this exercise has changed their thinking about the media and the way it portrays certain individuals and groups, and in what ways.

Activity Three

Catch 'Em in the Act Again: Using Critical Viewing Skills to Understand How Television Contains Stereotypes

Distribute Handout 1, "A Television Survey Form" and Handout 3, "Questions." ***Provide*** each student with several copies of Handout 2, "Recording Your Observations." ***Ask*** students to watch at least one hour of television and to watch particularly for the items listed on Handout 1. ***Read*** aloud the different items and ***ask*** if students have any questions. ***Tell*** them to answer the questions on Handouts 2 and 3 according to the portrayals of different groups of people in Handout 1.



HANDOUT 1

A TELEVISION SURVEY FORM

Describe:

- how women act
- which jobs women have
- how men act
- which jobs men have
- what women advertise
- what men advertise
- how African Americans act
- how Asian Americans act
- how Hispanic Americans act
- how Native Americans act
- how European Americans act
- which jobs each racial/ethnic group has
- what each racial/ethnic group advertises
- how gay men and lesbians act
- which jobs gay men and lesbians have
- what gay men and lesbians advertise

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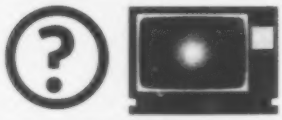


HANDOUT 2

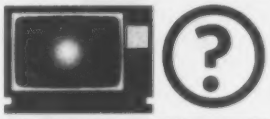
RECORDING YOUR OBSERVATIONS

1. The name of the program or commercial:

2. What happened during the program or commercial?

3. What kind of prejudice/racism/stereotyping did you see in the program or commercial?

HANDOUT 3



QUESTIONS

1. Do the programs and commercials show people acting as they do in real life?

2. Which groups of people do the programs stereotype most, and how do they stereotype them?

3. Do you think these programs and commercials may influence the way people think about certain groups?

4. How do you think television could show all kinds of people more realistically and be more respectful of diversity?

Lesson 2

Different Channel, Same Stereotypes: How Television Reinforces Stereotypes

Purpose

Students present their findings and understand how television promotes stereotyping.

Student Objectives

In this lesson, students will accomplish the following:

- critically view television, recognizing instances of prejudice and stereotyping
- identify groups and individuals television typically stereotypes and the ways in which it does so
- make recommendations for how television could improve its portrayal of women and individuals of different racial, ethnic, and cultural groups
- recognize their power to influence how different groups are portrayed on television by writing their suggestions to a major network or local cable company

Preparation

- Obtain the addresses of public relations departments of television networks and local cable companies.

Activity One

Catch'Em in the Act, Part Two: Presentation of Findings and Discussion of the Television Survey

Facilitate a whole-class discussion around the results of the television survey. ***Divide*** the class into three or four groups. In their small groups, ***ask*** students to discuss the ways they saw women and men; the members of different racial/ethnic/sexual orientation groups; and the gay men and lesbian women portrayed on television. Summarize their findings in response to the questions on Handouts 2 and 3, except the last question on recommendations. ***Tell*** students they will have the opportunity to give their recommendations at the end of the class. ***Ask*** the group to select a leader who will report their responses to the class.

After each of the group leaders has presented, ***facilitate*** a whole-class discussion based on the questions:

- *Which groups are shown the most on television?*
- *What groups are shown the least? Why do you think that is? Are there any you didn't see at all? Why?*
- *Is not showing a group at all a form of stereotyping or discrimination? How?*
- *What larger factors in society play a role in shaping who we see and how they are portrayed on television?*
- *Do you think television accurately portrays the "real world"?*
- *How do television or television images shape our attitudes about people who are different from us? Do you think television influences an increase in prejudice and hatred? Why or why not?*

Conclude this activity by asking students to provide the recommendations from their handouts for improving television's portrayal of different groups and individuals to make them more realistic and respectful of diversity. ***Record*** their responses on a chalkboard or flip chart.

Activity Two

Your Right as an Educated Consumer: Making Recommendations to a Major Network or Local Cable Company

Explain to students that as citizen consumers of media programming and advertising, they have a right to monitor and influence what is shown on television. ***Provide*** students with the addresses of the public relations departments of the major networks and local cable companies. As an after-school assignment, ***instruct*** students to write to one major network or local cable company with their suggestions for reducing stereotyping and increasing respect for diversity on television. ***Ask*** them to report back any responses they receive.

Lesson 3

Only in the Movies? How Media Can Promote Positive Discussion of Racial and Ethnic Relations

Purpose

Through viewing and analyzing segments of Spike Lee's film *Do the Right Thing*, students learn how the media can portray realistic racial and ethnic relations and promote positive discussion of these issues.

Student Objectives

In this lesson, students will accomplish the following:

- understand how a medium such as film can be used positively to promote open discussions of race relations in the United States
- realize there are no easy answers and be able to comprehend the complexity of issues of tolerance and diversity in the United States
- better understand the difficulty of being a minority in the United States
- acknowledge the importance of improving racial and ethnic relations in the United States
- brainstorm ideas for improving race and ethnic relations in the United States

Preparation

- Set up segments of the film *Do the Right Thing*:

  "Pictures on the Wall": (approx. 20 minutes into film; *Young African American male comes into Sal's Pizzeria and asks him why there are no pictures of African Americans on the wall.*)

"Not Like Father, Like Son": (approx. 35–40 minutes into film; *Sal and his older son are seated in the pizzeria discussing why the son has so much hatred inside him.*)

"Love and Hate": (approx. 60 minutes into film; *Radio Raheem (young African American male with huge boom box) demonstrates the battle between "Love" and "Hate" using the brass knuckles on his hands to represent each side.*)

- Copy Handouts 1, 2, and 3 for students.

Activity One

When Art Imitates Life: What a Film Can Tell Us About Racial and Ethnic Relations in the United States

Explain to students that during this class they will be watching segments of the movie *Do the Right Thing* by African American director Spike Lee. ***Ask*** students if anyone has seen this film before. Briefly ***describe*** the film:

> Do the Right Thing *takes place over the course of one day in Brooklyn, New York. It tells the story of several communities in Brooklyn—African American, Caucasian, Hispanic, and Asian. The main character of the film is a young African American man, Mookie, played by Spike Lee, who works as a pizza deliverer for a pizzeria owned by a white family in the neighborhood.*

Tell them that this movie provides a relatively realistic representation of racial and ethnic relations in urban cities in our country and demonstrates that the media can be used as a positive tool to initiate open discussions around the issue of diversity and tolerance in our country.

> Note to Teacher
> *Although this is an R-rated movie that sparked a significant amount of controversy when it was first released, it provides an artistic and relatively realistic portrayal of the state of race relations in this country, particularly in urban areas. Scenes have been selected for their educational purposes and do not contain gratuitous or sensational violence, sex, or language. However, we recommend that teachers review the three segments prior to showing them in class to ensure that they are suitable for their students.*

Distribute Handout 1, "Discussion Questions for the 'Pictures on the Wall' Scene." ***Ask*** the students to keep in mind the questions from the handout while viewing the first film segment. ***Show*** the first three-minute film segment, "Pictures on the Wall" from Spike Lee's film, *Do the Right Thing*. ***Facilitate*** a discussion around the questions in Handout 1.

Distribute Handout 2, "Discussion Questions for the 'Not Like Father, Like Son' Scene." ***Ask*** the students to keep in mind the questions from the handout while viewing the second film segment. ***Show*** the film clip. ***Facilitate*** a discussion around the questions in Handout 2.

Distribute Handout 3, "Discussion Questions for the 'Love and Hate' Scene." ***Ask*** the students to keep in mind the questions from the handout while viewing the second film segment. ***Show*** the film clip. ***Facilitate*** a discussion around the questions in Handout 3.

Conclude the activity by asking students the following questions:

- *Do you think this film accurately shows racial and ethnic relations in the United States? Why or why not?*
- *From what you have observed from these three scenes of the film, why do you think the title of the film is* Do the Right Thing*? What does the title refer to? What is its meaning?*
- *Why is it important for us to improve the racial/ethnic relations among citizens in the United States?*
- *What changes in society might improve relations between different racial and ethnic groups?*

Activity Two

Looking at Lyrics: Examples of Promoting or Reducing Stereotyping and Prejudice in Music

Ask students to pick *two* of the following categories of music: **Rock, Rap, Heavy Metal, Folk,** and **Country,** and provide *one* example of either stereotyping or respect for diversity from each of the two forms of popular music. ***Instruct*** them to obtain or write down the lyrics for their two examples and be prepared to discuss them during the next class.

HANDOUT 1

DISCUSSION QUESTIONS FOR THE "PICTURES ON THE WALL" SCENE FROM SPIKE LEE'S *DO THE RIGHT THING*

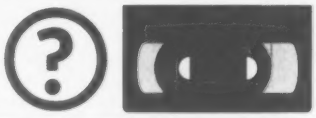
- What is happening in this scene?

- Why does the young man want different pictures on the wall? Does he have a point? Why or why not?

- Why does the pizzeria owner, Sal, react the way he does to the young man's request?

- What does Sal ask Mookie to do? Do you think this is a fair request? Why or why not?

- What name does Mookie have on the back of his shirt? What does it mean?



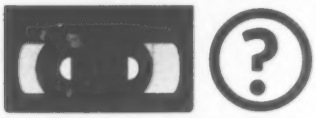
HANDOUT 2

DISCUSSION QUESTIONS FOR THE "NOT LIKE FATHER, LIKE SON" SCENE FROM SPIKE LEE'S *DO THE RIGHT THING*

- Why do you think Sal and his son have such different outlooks about diversity?

- What do you think the film is trying to say about the history of race relations in this country?

- What is Spike Lee saying about an individual's capacity for love?



HANDOUT 3

DISCUSSION QUESTIONS FOR THE "LOVE AND HATE" SCENE FROM SPIKE LEE'S *DO THE RIGHT THING*

- What is the purpose of this scene? What is Radio Raheem saying about love and hate?

- In terms of hate crimes and violence, do you think love or hate will ultimately triumph? Why?

The Message of Music: Creating Your Diversity Song

Purpose

Through conducting a talk show in a panel format on popular music, students explore both negative and positive messages about diversity contained in music. Students then have the opportunity to create their own music promoting diversity.

Student Objectives

In this lesson, students accomplish the following:

- understand and identify stereotypes and prejudice promoted in popular music
- recognize music that contains positive messages on diversity
- work in a team to create their own song promoting diversity

Preparation

- Copy Handouts 1 and 2 for students.

Activity One

The Message of Music: A Talk Show Debate

Distribute Handout 1. ***Explain*** to students that the message of prejudice and violence may sometimes be found in the lyrics of some popular music, including rap and heavy metal. ***Explain*** that music can also be used to promote human rights and denounce racism and prejudice.

Tell students that we will be conducting a panel similar to the talk show panels on *Oprah* to discuss the lyrics of the examples they have gathered. ***Ask*** for a volunteer to act as the talk show host.

> Note to Teacher
> *Because the discussion depends on the facilitation skills of the host, you should select an outgoing, extroverted student who will readily take on the role of host. This presents an opportunity for a student with good communication and dramatic skills to shine.*

Ask for five volunteers who will play the panelist roles of (1) rock star, (2) rapper, (3) country music star, (4) folk musician, and (5) heavy metal or punk musician. ***Tell*** students that the role they volunteer for must be one that they have obtained or written the lyrics to in their homework assignment (i.e., someone who did not bring in lyrics to a country song cannot play the part of a country musician).

Once you have selected five panelists, ***ask*** everyone in the class to write down one or two questions they would like to pose to one or more of the panelists on the issue of stereotyping or diversity in their music, and the name or names of the panelist(s) they would like to answer the question(s). Handout 1 contains examples of the types of questions to develop. ***Tell*** them that they are to use these questions as a way to get ideas for their own questions; they should not copy these questions but fashion their own.

After five minutes have passed, ***place*** each student's questions in a bag or box. ***Ask*** the panelists to sit at the front or middle of the room. ***Tell*** the host to come to the front. ***Inform*** the rest of the students that they will be the "audience" for the talk show. ***Ask*** students playing the various musician roles to introduce themselves to the host. ***Tell*** panelists that they are role-playing in this activity. They can make up fake names and must take on the role of the musician they are playing and answer questions based on the lyrics they have found, not give their own personal opinions. ***Instruct*** the host to introduce each of the panelists similar to how a real talk show host would do so. ***Provide*** the host with the student-developed questions and allow him or her to select questions he or she thinks would generate the most lively discussion.

Note to Teacher

The mock talk show is an excellent way to facilitate lively discussion among students. Many students who rarely participate in classroom discussions may enjoy this format. Make sure students do not become overly excited. Remind them to keep their voices down and to listen respectfully to one another.

Conclude this activity by posing to the class any questions appearing on Handout 1 that have not been covered in the talk show.

Activity Two

Making Music Against Hate: Creating Your Own Song to Promote Diversity

Divide the class into three groups. ***Distribute*** Handout 2. ***Tell*** each group they will have the opportunity to create a 4–5 minute song promoting diversity. ***Explain*** that their song may be rap, rock, country, folk, heavy metal, or any style that the group decides on. ***Tell*** each group that they may want to take a vote to determine what type of song to create. ***Tell*** them that they will have approximately 20 minutes to work on their song during this class and 10 minutes to finish it up during the next class. ***Remind*** them that they may want to use humor in writing about the positive aspects of diversity. ***Tell*** them they can bring in background music or small instruments for their performance during the next class.

Instruct each group to select a group leader who will guide the discussion and a recorder who will write down the ideas of the group during their brainstorming session. The recorder will also write and repeat the lyrics of the song to the group as it is being created. ***Explain*** to students that they will come up with the best ideas when they listen to everyone's ideas and have fun with the assignment. ***Ask*** volunteers from the class to read aloud each of the six guidelines to the "Guidelines for Creating Your Song" on Handout 2. ***Explain*** to them that they should use this as a guide, rather than a step-by-step instruction, for creating their song.

HANDOUT 1

EXAMPLES OF QUESTIONS FOR THE TALK SHOW PANELISTS

- Do you think the lyrics of popular music influence and promote prejudice, racism, and discrimination among youths today? Why or why not?

- Many rap and heavy metal song lyrics have gained national attention. When challenged by the public and lawmakers, members of these groups often claim it is their right—guaranteed by the Constitution—to have the freedom of speech to write and sing these lyrics. Do you agree? Why or why not?

- Do you think popular song lyrics can have a positive impact on youth today? Can you give some examples?

HANDOUT 2

GUIDELINES FOR CREATING YOUR SONG

1. Select a group leader and a group recorder. The leader's job is to keep the group on track and make sure everyone has a chance to give their ideas. The recorder will record the group's ideas, while also thinking of ideas of her or his own.

2. Select the kind of song to create. (Will it be a rap, heavy metal, rock and roll, country, etc.?) You may want to do a parody or spoof of any of these styles.

3. Brainstorm a title, general ideas, and a melody for the song. (Brainstorming is the first step in a creative process and allows everyone to give their ideas without judgment or criticism.)

4. After everyone has had a chance to present their ideas, begin to make decisions on what ideas to use, which ones to let go, and which ones can be used but will need further work. (You may want to take a vote if you cannot come to an agreement on a particular idea; however, you should first try to agree without a vote.)

5. Refine and revise your thoughts and ideas for both the lyrics and the music.

6. Practice your song and be prepared to perform it during the next lesson.

Lesson 5 Changing the Tunes: Performing Your Diversity Song

Purpose

Students have the opportunity to complete their songs and perform them in class.

Student Objectives

In this lesson, students will accomplish the following:

- perform a group-created song promoting diversity
- understand how music can promote diversity

Activity One

Polishing Your Songs

Instruct students to return to their group from the previous lesson. ***Tell*** them they will have 10 minutes to complete and practice their song and will then have the opportunity to perform it for the class.

Activity Two

Performing Your Songs

After 10 minutes have passed, ***select*** the first group to perform their song. ***Thank*** each group for their performances and encourage the audience to applaud each of the groups' efforts.

Note to Teacher

Unlike many of the more challenging and intense lessons of this curriculum, this activity is meant to be fun and light. After each group has performed ask the class:

- *What have you learned from this activity?*

Encourage both "light" and more profound responses.

Student responses may include:

- *Working in a group is difficult but rewarding.*
- *Working with a diverse group of people was a model for how diversity can work in real life.*
- *Performing is fun/hard/not fun.*
- *Creating is enjoyable/difficult/challenging.*

UNIT 5

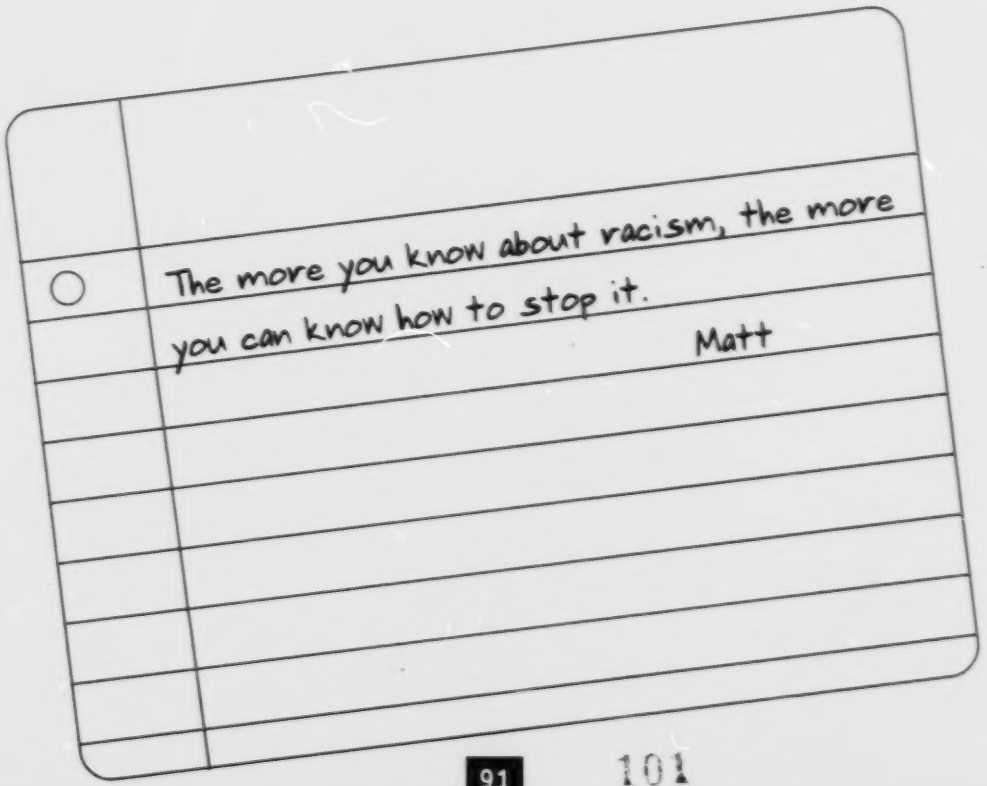
What Can We Do?

Coalition Building to Promote Social Change

Lesson 1: The Power of the Young: An Introduction

Lesson 2: Planning a Community Project

Lesson 3: Moving from Words to Action



Lesson 1

The Power of the Young: An Introduction

Purpose

By learning what youth and communities can do to prevent or reduce hate violence, students will become inspired to initiate their own projects.

Student Objectives

In this lesson, students will accomplish the following:

- demonstrate that community and individual organization and mobilization can effectively prevent and reduce hate crimes and hate incidents

Preparation

- ***Obtain*** the video *Not in Our Town*

Teaching Points

Convey the following points to the students as an overview of the lesson:

- ❑ Today, we still have far to go to live up to the ideal of equality in the Declaration of Independence. Two of the greatest barriers to the promise of democracy and the strength of our diverse nation are hate incidents and hate crimes.

- ❑ People working to stop hate violence across the nation have made a big difference. Working together, the people of this country really can create a fair society free of racism and hate violence.

- ❑ Because youth are the aggressors of much hate violence, young people must play an equally important role in reducing and preventing it. Young people can bring to a community an increased awareness of the problems of prejudice. For example, after the murder of an African American in Reno, Nevada, a student founded Teens Against Racial Prejudice.

- ❑ Before starting our own efforts to respond to hate crimes and incidents in our communities, it is important to know that we are not alone. The movement against hate groups and hate violence includes hundreds of nationwide, regional, statewide, and local organizations, in addition to thousands of individual volunteers who collect information, assist victims, and help organize community responses. At the national level, many groups targeted by hate violence have their own civil rights organizations, such as the National Association for the Advancement of Colored People (NAACP), the National Gay and Lesbian Task Force, The American Jewish Committee, The American Arab Anti-Discrimination Committee, and the National Network Against Anti-Asian Violence, among others. Many of these groups have local chapters and affiliates.

Activity One

35 min.

One Example of Community Action: The American Agenda

- ***Show*** students the video *Not in Our Town*, which demonstrates community mobilization against anti-Semitism in Billings, Montana, on February 3, 1994. (*We highly recommend this video; however, if you are unable to obtain it, you can show another video that depicts individuals working to combat hate violence or bring in newspaper clippings of such activities to present to the class.*)

- ***Facilitate*** a class discussion of the video. ***Ask*** the following questions to frame the discussion:

  - *Who could be considered the victims, aggressors, and bystanders in this film?*
  - *What forms of resistance did the community initiate?*
  - *How did organized hate group members react to the union of Jews and non-Jews in the community?*
  - *Do you think it is true that the community "found a weapon more powerful than [the KKK's]"? What was it, and what made it more powerful?*
  - *How would you react if this type of hate crime was committed in your community?*
  - *How would you want your community to react to this type of hate crime?*
  - *Has this type of prejudice or a similar type ever occurred in your community?*
  - *What, if any, forms of resistance were used to combat it?*

Lesson 2

Planning a Community Project

Purpose

By initiating community service projects, the students will learn how to work together to create a grassroots organization, and develop realistic activities and programs in their community to reduce hate violence and prejudice at the local level.

Student Objectives

In this lesson, students will accomplish the following:

- understand how community service projects are initiated and developed, and what they do to promote positive activity
- develop ideas for individual and community action; identify concrete steps they can take, as individuals or as a group, to reduce prejudice in our society

Preparation

- Copy Handouts 1 and 2 for students.

Activity One

How to Plan Community Service

- ***Explain*** to students that by doing community service projects they will be able to work toward understanding and tolerance, and against hate and violence. ***Explain*** that they will be able to do something about the hate crime and prejudice that they have been studying.

- ***Distribute*** Handout 1, an outline to guide them in the project. ***Explain*** that the class will review the outline together.

- ***Give*** each student a copy of Handout 2. ***Review*** the examples of kinds of projects and activities so that students will understand the type of projects they may select. ***Tell*** students they will have the opportunity to put this knowledge into practice when they develop their project during the next lesson.

- ***Refer*** students to Handout 1 again.

- ***Read*** Step 1 aloud. ***Have*** the class come to consensus about the goal students want to accomplish. The goal should be directed toward reducing hate in the school or community.

- ***Write*** the goal on the board and have each student write it on their Community Service Project Planning Worksheet.

- ***Read*** Step 2 aloud. ***Ask*** the class to brainstorm projects or activities to reduce hate. ***Record*** these on the board. After brainstorming, ***ask*** students to evaluate the list to ensure that the activities are realistic and will have a positive impact. ***Limit*** the list, if necessary. ***Write*** the final list on a flip chart and ***tell*** students to copy it under Step 2 on their handout.

- ***Read*** Step 3 aloud. ***Ask*** students to think about which project(s) they would like to work on. ***Explain*** that they may not get their first choice of projects, so they should select two or three that seem most interesting to them. ***Tell*** them that they will meet with their group during the next class.

- ***Read*** Step 4 aloud. ***Tell*** students that they will also work on Step 4 of the handout during the next class.

- ***Read*** Step 5 aloud. ***Explain*** to students that they will present a brief report about their projects to the class on _____ (date).

HANDOUT 1

COMMUNITY SERVICE PROJECT PLANNING WORKSHEET

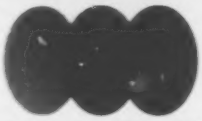
1. Develop a goal.

2. Think of projects and activities that will help you meet your goal.

3. Form a group for each project or activity.

4. Within each group, list steps for the activity and decide who will work on each step.

5. Come together as a whole group and share what you did and what you learned.



HANDOUT 2

EXAMPLES OF KINDS OF PROJECTS AND ACTIVITIES FOR THE GROUP

Research: Research the problem of hate group activity and violence in your community and write a report for the class and the school. Stay informed by clipping local newspaper articles and learning about local agencies and organizations.

Doing Community Action/Awareness: Speak out against hate activity and make people aware that it exists. (Communities that ignore the problem can seem like they don't care. Hate groups sometimes see this as an invitation to step up their activities). Do the following: 1) publish an article based on the research committee's findings in a school or local newspaper; 2) volunteer at local organizations; 3) invite people from community agencies and advocacy organizations to speak to your class/school; or 4) sponsor a community (class) dinner, where people bring a dish typical of their ethnic background.

Education: Place a question box in a public place where people deposit questions they have about other cultures, races, ethnicities, religions, and genders. Find out answers and post them on a bulletin board near the box.

Recruitment: Make a list of groups and organizations that a person could join other than a hate group, for example, local Girl and Boy Scouts, Four-H club, sports teams, school clubs, etc. Have spokespeople for these groups come to your school and discuss their organizations. By supporting positive groups and organizations, you can help people who may be inclined to join or organize a hate group to join a positive group instead.

Media: Write letters to your local newspaper or television station and tell them what your class is doing about hate crime. Write a script as a group activity and perform it on a local radio or television station.

Legislative: Write letters or make phone calls to your state representative, congressperson, and senator and ask them to support any hate crime prevention bills or legislation that they can vote on, including legislation to protect different types of hate crime victims, and legislation to include hate crime awareness and prevention programs in schools.

Lesson 3

Moving from Words to Action

Purpose

By organizing a community project, students will learn how to collaborate and develop realistic activities to reduce prejudice.

Student Objectives

In this lesson, students will accomplish the following:

- demonstrate that community and individual action can effectively resist hate incidents
- create their own community service projects
- work together toward a common goal

Preparation

- Copy Handout 1 for students.
- Post list of community service projects.

Activity One

Taking Action to Reduce Hate

- ***Post*** the list of possible projects. ***Ask*** students to volunteer for one project each.
- As students volunteer, ***write*** their initials next to the project. ***Limit*** the number of students for each activity only if necessary.
- After all students have selected a project, ***put*** them into groups by project.
- ***Refer*** students to Handout 1 from Lesson 2, "Community Service Project Planning Worksheet."
- ***Explain*** to students that they will now have the opportunity to put what they have learned from the previous lesson into practice. ***Tell*** them to refer to their Project Planning Worksheet and begin working on Step 4. ***Give*** this handout to any students who need it.
- ***Tell*** students to spend the rest of the class time following the guidelines from the handouts to plan their projects.
- ***Circulate*** around the room and be available to groups to answer any questions. ***Remember*** that the purpose of this activity is for students to work collaboratively toward a common goal. This should be a student-centered, student-initiated activity. ***Do not offer*** unsolicited or specific advice on what activities students should undertake.
- ***Tell*** students that they should plan times to work on their activities together. ***Be sure*** that students write down the names, phone numbers, and homerooms of the people in their group. If feasible, ***set aside*** some time during other classes for students to work on their projects. Students may also want to arrange times before or after regular school time to work on their projects.
- ***Tell*** students that you will schedule their presentations on _____ (date). Tell them that each group will have 15 minutes to present their project. ***Explain*** that they may want to use posters, tapes, videos, music, and/or drama to show what they have accomplished. ***Distribute*** Handout 1, "Final Presentation," and ***tell*** them that they should be prepared to respond to the questions during their presentations.

HANDOUT 1

FINAL PRESENTATION

1. Briefly describe what your group did.

2. What resources did you use? What books, magazines, newspapers, organizations, or other sources of information helped you with your project?

3. What problems did you have carrying out your project? How did you solve them?

4. Did your project help accomplish the class's goal? Why or why not?

5. How did the community benefit from your project?

6. Did this project have a direct impact on reducing prejudice or hate crimes? In what ways?

7. How do you feel about the service you performed?

8. What did you learn from this experience?

NOTES

UNIT 6

Why Differences Divide

Understanding Conflict and the Role of Aggressors, Victims, and Bystanders

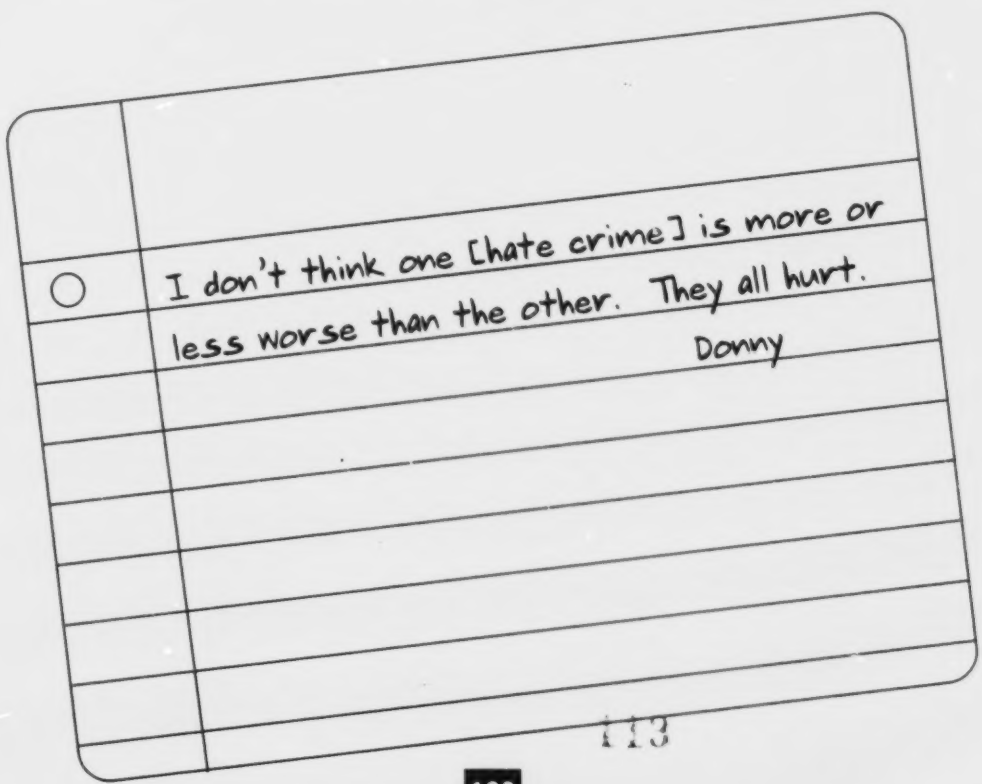
Lesson 1: Conflict: It's a Part of Life

Lesson 2: What's Really Going On? An In-Depth Understanding of Conflict

Lesson 3: What Can Be Done? Resolving Conflict

Lesson 4: Diversity and Conflict

* To the Teacher: Lessons 1, 2, 3, and 4 are all core lessons for this unit.



Lesson 1 Conflict: It's a Part of Life

Purpose

By creating web charts and through discussion, students learn the various aspects of conflict.

Student Objectives

In this lesson, students will accomplish the following:

- define **conflict**
- understand the various types of conflict, both those that are generally perceived as negative and those that are positive

Preparation

- Copy Handout 1 for students.

Teacher's Instructions

VOCABULARY

Provide students with Handout 1, "Vocabulary." ***Tell*** students to read over the list of vocabulary words and let you know if they have any questions about any of the words or the definitions listed. After students have had a few moments to read over the list, ***review*** the words with them. ***Tell*** students they may refer to the vocabulary list whenever they need to during the lesson.

Note to Teacher

When discussing conflict, students may talk about sensitive or inflammatory things. Allow students to relate their stories freely. If students begin to personalize, redirect the conversation away from the specific and to the general. For example, if one student starts talking about how another person in the class is always bothering her and begins to engage in name calling, you might tell the students to refrain from naming others and to describe the conflict in more general terms, such as being "picked on" by "another student."

Many students will see conflict from their perspective as a victim. Try to prompt them so that they name problems coming from their experiences as aggressors or bystanders, as well. It is important for students to see conflict as part of a dynamic, something that involves all three roles—aggressors, victims, and, often, bystanders.

It is important to help students recognize that conflict escalation can lead to physical and verbal aggression. Try to help students see that violence is one outcome of conflict that can be avoided and that ultimately has many negative outcomes, such as injury or death, rejection by peers, and punishment or imprisonment. Other students will have trouble seeing any positive or beneficial aspects of conflict. Point out to these students that conflict is a natural occurrence in life and can enable us to understand one another better, practice negotiating and compromise skills, or "agree to disagree" without harboring negative feelings.

Teaching Point

Explain to students:

- ❑ It can be hard to think of positive things about conflict. Most of our lives we learn that conflict is bad. Conflict can be negative, leading to violent and destructive ends. However, conflict also has the potential to be used in a constructive way. Conflict is a normal part of life—everyone has conflicts. They can be handled in ways that are constructive, rather than destructive.

Activity One

Creating Conflict Web Charts

This activity has been adapted from William J. Kriedler, *Conflict Resolution in the Middle School: A Curriculum and Teaching Guide,* (Cambridge, MA: Educators for Social Responsibility, 1994), pp. 20–21.

Tell students they will have the opportunity to create a "conflict web chart." ***Explain*** to students that a web chart is a way of brainstorming that links ideas. ***Write*** the word **conflict** on a flip chart or large piece of paper. ***Ask*** for volunteers, one at a time, to write one thing that comes to their mind when they think of the word conflict. ***Tell*** the first volunteer to place his/her word on the chart connecting it by a line to the word **conflict**. ***Tell*** subsequent volunteers to connect their words to the word already appearing on the chart that is most related to their ideas. ***Show*** students by one or two examples how it is done. Based on class time constraints or when students have exhausted their ideas, ***facilitate*** a discussion on the web chart they have created. ***Frame*** the discussion around the following questions:

- *What do you notice about this web chart? (The chart will probably contain very few positive words.)*
- *From observing the chart, what are the main types of feelings that conflict stirs up?*

Instruct students to create another web chart similar to the one they have just created, but ***tell*** them that this web chart must contain only positive words and ideas associated with conflict. After students have constructed the second web chart, ***facilitate*** a discussion framed around the following questions:

- *Which chart was easier to create?*
- *Why do we tend to think about negative things when we think of conflict?*
- *Were you surprised by the number of positive ideas associated with conflict that you could come up with when you were asked to think about it?*

HANDOUT 1

VOCABULARY

Brainstorm	A way of finding many solutions for a problem. When you brainstorm, you try to come up with as many ideas as possible, and let any ideas come to mind without trying to decide how good they are.
Conflict	A disagreement between individuals or groups of people. It may also mean having different beliefs about one thing at the same time.
Web Chart	A way of brainstorming in which you link ideas that are related.

Lesson 2

What's Really Going On? An In-Depth Understanding of Conflict

Purpose

Through discussion and interactive exercises, students gain more in-depth understanding and learn how the roles of aggressors, victims, and bystanders serve to escalate or de-escalate conflict.

Student Objectives

In this lesson, students will accomplish the following:

- define and identify the three main types of conflict
- identify the roles of aggressors, victims, and bystanders in conflict
- understand how words and behaviors of individuals in these roles can increase or decrease conflict

Preparation

- Set up the film segment from *A Soldier's Story*. *(The segment begins approx. 60 minutes into the film, when one of the characters begins to play a guitar.)*

Teaching Points

Explain to students:

- ❑ Conflict is a normal part of life, and people aren't good or bad because they experience conflict. Conflict has three forms: (1) person against person (e.g., one student calls another student a name); (2) person against nature (e.g., a hurricane destroys your home); and (3) person against himself or herself (e.g., you have to choose between going to the movies with your friends or studying for a test you want to do well on).

- ❑ Most often conflicts come from differences in resources, needs, and/or values. **Resources**: Two students want the same book. **Needs**: a student needs to produce a quality report, while the teacher needs the assignment turned in on time. **Values**: two students work together; one student places a high value on competition, while the other student values cooperation more highly.

Activity One

Identifying Different Types of Conflicts

- ☐ ***Write*** the following questions on the blackboard and ***instruct*** students to be thinking about these questions as they watch the film segment from *A Soldier's Story*.
  - ■ *Briefly describe the conflict. What type of conflict was it (person vs. person, person vs. nature, person vs. himself or herself)?*
  - ■ *Was the conflict(s) represented in the segment a conflict over needs, resources, or values, or some combination of these things? Explain.*
- ☐ ***Show*** the film segment. ***Facilitate*** a class discussion around student responses to these the questions.

Activity Two

Up and Down the Conflict Escalator: The Roles of Aggressors, Victims, and Bystanders in Conflict

- ☐ ***Tell*** students to ***review*** the definitions of **aggressors, victims,** and **bystanders.**

Teaching Points

Distribute Handout 1, "Vocabulary." While ***discussing*** the following points with the students, ***refer*** them to their handout and ***explain*** the definitions of the italicized words.

- ❑ In serious conflicts, particularly, but not limited to, violent conflicts, you can usually identify **aggressors, victims,** and **bystanders.**
- ❑ Each role can either increase or decrease the conflict at hand.
- ❑ People sometimes change roles in a conflict and the roles often overlap each other. For example, a person may start out as a bystander, but then enter the conflict becoming an aggressor; or a victim in one conflict may be an aggressor in another.
- ❑ Bystanders, by their participation or observation, often influence how long a conflict lasts, or whether the conflict becomes bigger, or is reduced.

- ❑ If you are a bystander, there are things you can do to reduce a conflict. You can try to get the opposing parties to see each others' perspectives, or try to calm down hot tempers. Sometimes, merely refusing to observe or walking away from a situation can limit how long a conflict lasts (some people will stop fighting once they do not have an audience). During instances of violent conflicts, it is best to seek the help of an adult, rather than try to intervene yourself, because you may end up getting physically hurt or become the scapegoat for one or both of the people involved in the conflict.

Tell students they are now going to review the video segment from *A Soldier's Story*. This time they should try to identify the aggressors, victims, and bystanders in the conflict, and what these various players did either to increase or decrease the conflict.

Facilitate a class discussion. ***Frame*** the discussion around the following questions:

- *Who were the aggressors, victims, and bystanders in the conflict?*

  Note to Teacher:
  This question may promote debate, since this segment was selected especially because determining the aggressor in this situation is difficult. ***Encourage*** *students to express their views.*

- *What behaviors or words used by the individuals in the roles of aggressors or victims increased or decreased the conflict?*

- *Although it is often obvious what the aggressors and victims do to increase or decrease a conflict, bystanders also play a large role in increasing or decreasing conflict. What behaviors or words used by the bystanders helped increase or decrease this conflict?*

- *What other behaviors or words could the aggressor, victim, and bystanders have used to decrease the conflict? If you were a bystander in this situation what would you have done to decrease the conflict?*

HANDOUT 1

ABCDEFG

VOCABULARY

Aggressor	Someone who commits harmful acts or gestures against another person or persons which have a physical, emotional, or psychological impact on the targeted person(s).
Victim	A person who is mistreated by another person, group of people, condition, or system.
Bystander	A person who is present to witness an event but does not take part in it; a spectator.
Brainstorm ***(review)***	A way of finding many solutions for a problem. When you brainstorm, you try to come up with as many ideas as possible, and let any ideas come to mind without trying to decide how good they are.

Lesson 3

What Can Be Done? Resolving Conflict

Purpose

Through an interactive exercise, students learn to de-escalate conflict.

Student Objectives

In this lesson, students will accomplish the following:

- identify and define techniques that increase or escalate conflict and techniques that decrease or de-escalate conflict
- identify types of escalating and de-escalating behaviors
- practice resolving conflict by using good communication and de-escalating techniques in a role play

Preparation

- Copy Handouts 1, 2, and 3 for students.

Activity One

Down the Up Escalator: De-Escalating Conflict: Discussion and Role Play

- ***Distribute*** Handout 1, "Vocabulary" and Handout 2, "Examples of Conflict Escalators and De-Escalators." ***Refer*** them to Handout 1 and ***explain*** the definitions of the italicized words as you ***discuss*** Handout 2.

- ***Explain*** to students that in the previous lesson we learned about some of the words and behaviors individuals use to increase or decrease the conflict. Those words and behaviors that increase conflict can be referred to as "escalating" techniques. Those that decrease conflict are referred to as "de-escalating" techniques. ***Briefly go over*** the examples of conflict escalators and de-escalators on the handout. ***Answer*** any questions the students might have.

- ***Tell*** students that they are now going to practice the de-escalating techniques they have learned about. ***Explain*** to them that in this role play, one individual will play the central character in the conflict. Each person in the class will have one opportunity to de-escalate the conflict. One at a time students will make one or two de-escalating comments to the central person and then sit down when the teacher says, "Next." The central character will try to escalate the conflict, becoming more angry and unmoved by the de-escalating comments. He/she will have a chance to briefly respond to each de-escalator. ***Ask*** for a volunteer who will agree to role-play the central character. ***Tell*** the central character he/she, like the rest of the class, may not use swear words, racial/ethnic/cultural slurs, or gestures. ***Tell*** the participants trying to de-escalate the conflict that they may refer to their handout. ***Continue*** the role play until each student has had a turn to de-escalate the conflict.

- ***Thank*** the class for their participation. ***Give*** a special word of thanks to the student playing the central character.

Note to Teacher

This exercise is a particularly effective way to demonstrate to students how de-escalators work in real life; however, it may bring up powerful emotions, particularly for the student role-playing the central character. Remind students that they may not use verbal slurs or any racial gestures or behaviors. If you notice the "central character" or any other students getting extremely angry during the activity, stop the exercise, instruct all the students to take several deep breaths, and use your own best judgment on whether to continue the activity. You may want to inject your own de-escalating comments at this point. Avoid drawing additional attention to the student playing the central character or negatively judging him or her for becoming overly involved in the situation. Use the situation as a "teachable moment" to explain to students how difficult it often is to de-escalate a conflict.

Facilitate a class discussion, using the following questions to frame the discussion:

- *What types of de-escalators did the students use?*
- *To the student playing the central character: What de-escalators worked best (i.e., made you less angry)? Which one really worked (got you to change or almost change your escalating behavior)? Why? Which had little or no effect on you?*
- *To the other participants: What would have worked best to cool you down if you had played the central character, and why?*
- *Had this been an actual conflict, what could bystanders have done to escalate or de-escalate the conflict?*

Activity Two

Conflict Log for Your Journal

Distribute Handout 3, "Points to Include in Your Conflict Log." ***Ask*** students to pull out their journals. ***Review*** the handout with the students, as necessary. ***Allow*** them time to make a log in their journals, or give the assignment as homework.

HANDOUT 1

ABCDEFG

VOCABULARY

Escalate When conflict and tensions between people, or within a person, increase.

De-escalate When conflict and tensions between people, or within a person, decrease.

HANDOUT 2

EXAMPLES OF CONFLICT *ESCALATORS* AND *DE-ESCALATORS*

ESCALATORS

- **Bulldozing:** Trying to "run over" and intimidate the other person by accusing, shouting, name calling, swearing, threatening, taunting, and other kinds of aggressive behavior.

  Example: "If you don't shut up, I'm going to have to shut you up!"

- **Bringing up the past:** Bring up past failures or wrongdoings that are not about the current conflict. This keeps people from focusing on the problem at hand.

  Example: "This is just like last year when you forgot to return my jacket."

- **Global, "all-or-nothing" statements:** Using general words like "always," "never," and "every time" instead of being specific. Global statements usually start with the word "you."

  Example: "You never think of me."

- **Personality attack:** Attacking the other person's personality instead of trying to solve the problem. Might also be thinking of complaints to throw back instead of listening to the other person's point of view.

  Example: "If you weren't so lazy..."

- **Ignoring, denying, avoiding:** Not listening to the other person, avoiding him or her, or denying that a conflict exists.

  Example: "I don't think there's a problem."

- **Certain gestures and behaviors:**

  Examples: finger-pointing, standing too close to someone, rolling your eyes, "dirty looks"

HANDOUT 2, Continued

EXAMPLES OF CONFLICT *ESCALATORS* AND *DE-ESCALATORS*

DE-ESCALATORS

- **Good communication, using "I" statements:** Tell a person how you feel when he or she does something, rather than accuse or blame them for how you feel.

  Example: Say, "Malcolm, I feel hurt when you don't invite me to join you," instead of "Malcolm, you made me upset by not inviting me," or "Malcolm, your inconsiderateness really hurt me".

- **Reframing, perspective-taking:** Looking at a conflict or problem from another angle. Trying to see the problem from the other person's perspective.

  Examples: "Maybe Malcolm was tired from studying for his exam and that's why he forgot to call me," or "If I was studying for a big exam, I might forget to call someone, too."

- **De-personalizing:** Not taking someone's behavior personally.

  Examples: "Malcolm didn't mean to hurt my feelings, he probably just forgot," or "When he is studying, Malcolm often forgets to contact people, not just me."

- **Certain gestures and behaviors:**

  Examples: Neutral facial expression, not stern or angry. Giving someone enough physical space, extending your hand, or when appropriate, putting your arm around someone (note: in intense conflict situations, putting your arm around someone is not recommended and may actually escalate the conflict), relaxation techniques (taking deep breaths, counting to 10 before speaking, calming your body).

HANDOUT 3

POINTS TO INCLUDE IN YOUR CONFLICT LOG

- Briefly describe the conflict, including where it took place and who was involved.
- Describe the type of conflict (person vs. person, person vs. nature, person vs. himself or herself).
- Identify what was involved in the conflict (conflict over needs, resources, or values).
- Identify the aggressors, victims, and bystanders in the conflict.
- Identify the techniques (words or behaviors) each of the players used to escalate the conflict.
- Identify the techniques (words or behaviors) each of the players used to de-escalate the conflict.
- Describe your own feelings about the conflict and what you think the feelings of others involved in the conflict may have been (describe your own feelings even if you were not directly involved).
- Describe how it ended, and how and why you think it could have ended differently (include positive as well as negative results).

Diversity and Conflict

Purpose

Through analyzing case studies, students learn to distinguish conflicts based on issues of diversity versus those based on other issues.

Student Objectives

In this lesson, students will accomplish the following:

- identify aspects of diversity
- understand why diversity may lead to conflict or make existing conflict seem more intense
- understand the role of aggressors, victims, and bystanders in diversity-based conflict
- practice their skills in resolving diversity-based conflict through a role play

Preparation

- Copy Handouts 1 and 2 for students.

Teacher's Instructions

VOCABULARY

Distribute Handout 1, "Vocabulary." ***Tell*** students to read over the list of vocabulary words and let you know if they have any questions about any of the words or the definitions listed. After students have had a few moments to read over the list, ***review*** the words with them. ***Tell*** students they may refer to the vocabulary list whenever they need to during the lesson.

Teaching Points

Before beginning this activity, ***convey*** the following point to students:

- ❑ Interacting with people and groups from cultures different from your own is generally a very rewarding activity and does not usually lead to conflict.
- ❑ In cases in which conflicts arise, differences in individuals' backgrounds or cultures are not always the reason. There may be other issues involved.
- ❑ Sometimes cultural, ethnic, religious, or other differences among individuals can lead to conflicts, but these too can be resolved, and may even lead to better understanding and appreciation for people who are different from you.

Activity One

Diversity on the Conflict Escalator

Note to Teacher

Students often express great concern about conflicts that are rooted in issues of diversity (i.e., conflicts in which race, ethnicity, culture, gender, sexual orientation, and individual difference play an important role.) They may express feelings of helplessness, as if human differences can form barriers that are too great to be surmounted. However, students can deal with diversity-based conflicts effectively. They just need the proper tools and experience to do so. The following points are based on research findings on diversity and prejudice prevention: People of any age are less likely to mishandle diversity-based conflicts if they (1) have an understanding and appreciation of their own culture and background; (2) are exposed at an early age to individuals and groups of people from different ethnic, racial, cultural, and social backgrounds from their own; (3) have an understanding of such concepts as stereotyping, discrimination, and scapegoating; and (4) have conflict resolution skills and have practiced those skills in conflicts that have arisen from the interactions of people from different backgrounds.

Instruction to Teacher

Because talking about diversity can be sensitive and threatening for students, it is important to ***instruct*** *students in the following guidelines:*

1. *Students may not use racial/ethnic/cultural slurs or verbal put-downs.*
2. *Students must listen respectfully to one another.*
3. *Discussion in the classroom should remain confidential—students should not discuss other students' comments outside of the classroom.*
4. *No one is required to speak.*
5. *Students should feel free to discuss their feelings; other students may not comment on or be disrespectful of another student's feelings.*

☐ ***Distribute*** Handout 2, "Types of Diversity Conflicts." Briefly ***go over*** the types of diversity conflicts and ***ask*** students if they have any questions. ***Ask*** for student volunteers to read each of the three cases, and ***ask*** the class to identify the types of diversity conflicts represented in the cases.

Teaching Points

- ❑ Experiences with diverse groups of people, include groups of diverse ethnicities, races, genders, cultures, religions, classes, sexual orientations, and disabilities, can affect core aspects of an individual's being and lifestyle. Therefore, issues around diversity often make these conflicts seem more threatening, intense, and unresolvable. However, diversity-based conflicts, like other types of conflicts, *can* be resolved effectively.

- ❑ While some conflicts are rooted in issues of diversity, many seemingly diversity-based conflicts are actually ordinary conflicts in which one party or the other escalates the conflict by bringing up diversity issues as a way to provoke someone, usually in the form of racial, ethnic, or cultural slurs.

- ❑ Diversity-based conflicts can escalate into hate crimes and hate incidents if they are not resolved effectively.

Activity Two

Role Play of Diversity-Based Conflict

☐ ***Tell*** the class they will now have the chance to role-play scenarios of diversity conflicts. ***Ask*** for four volunteers who are willing to role-play two scenarios. ***Divide*** these volunteers into two groups of two. ***Review*** the guidelines for good role plays with the two groups. ***Ask*** them to select a scenario from Handout 3, "Role-Play Scenarios for Diversity Conflicts." ***Give*** each group 5 minutes to discuss the role play.

Note to Teacher

Walk around the room as the students are rehearsing and provide "side coaching" *as needed when students are rehearsing their role plays. Side coaching is a method for instructing students while they are acting, so as not to disturb the action. To side-coach effectively, you should instruct students in a quiet, monotone voice, whenever it is needed. Situations in which side coaching may be helpful include those times when (1) actors are "stuck" for something to say or do; (2) actors seem to be slipping into stereotyped portrayals; or (3) actors are*

blatantly stereotyping, or ridiculing the action in some way (in this case, you should definitely provide side coaching and in these instances the side coaching should be done in a louder and firmer voice).

The following are examples of side-coaching remarks:

Spoken in a soft monotone voice (anytime an actor in a role play appears to be "stuck," has lost his or her focus, etc.):

"Think, what would he/she (their character) say to that?"
"How is he/she (their character) feeling now?"
"Watch your stereotyping."
"Let the other actor say something now."

Spoken in a firmer, louder voice (in cases of blatant stereotyping or when the role play has gotten out of hand):

"Stay in character."
"Would he/she really do/say that?"
"Stop the action now, we need to regroup."

Occasionally, a student may "act out" blatant and harmful stereotypes. In this case, stop the role play, and process what has taken place with all the students. Allow students to verbalize their feelings, but be firm in maintaining a safe, tolerant classroom environment. You may want to ask the student(s) perpetrating such stereotypes how they would feel, if their race/ethnicity/culture was portrayed in a similar way. Review the definitions for stereotypes and characters, as well as the guidelines for role plays.

Ask the first group to present their role play to the class. ***Provide*** side coaching where necessary. ***Thank*** the group. ***Ask*** the second group to present their role play to the group. ***Provide*** side coaching where necessary. ***Thank*** the group. ***Debrief*** the role plays using the following questions:

- *What type of diversity conflict was presented in each of the role plays?*
- *How could the conflict have been resolved or handled differently?*

HANDOUT 1

VOCABULARY

Diversity	When a group includes people from different ethnicities, races, religious backgrounds, or other categories.

HANDOUT 2

TYPES OF DIVERSITY CONFLICTS

Provoking	Trying to hurt or anger the other person by attacking the person's race, ethnicity, culture, class, gender, religion, sexual orientation, disability, etc. (Examples include name calling, character put-downs, all-or-nothing statements.)
Misunderstanding	When diversity-based conflicts occur because you do not understand the other person's actions or motives simply because you are not familiar with their culture.
Prejudice	Judgments about people based only on the fact that they belong to a particular racial, cultural, or other type of group.

EXAMPLES OF DIFFERENT TYPES OF DIVERSITY CONFLICTS

Case #1

Sondra, who is African American, has just become friends with Sung Quat, a Cambodian classmate. As Sondra gets off the bus one morning, she sees Sung Quat across the school yard. She shouts and waves to her, but to her surprise, Sung Quat folds her arms and turns her back. Sondra is hurt, thinking she has been rejected by her new best friend.

Case #2

Roberto and Steven are two boys taking turns shooting a basketball. Steven thinks it is his turn to shoot the ball, but Roberto won't give it up. They argue for a while and the conflict escalates when Steven says, "You won't give me the ball. You are really gay, Roberto."

Case #3

Jason and Marcus are playing a computer game on the only computer in the class. Alicia comes up and asks if she can play the game too. "I'm really good at it," she says. "I play it at home with my dad." Both boys wave her away. "This is for boys only," says Jason. "Yeah," says Marcus. "Girls are no good at computers."

HANDOUT 3

ROLE-PLAY SCENARIOS FOR DIVERSITY CONFLICTS

Scenarios have been adapted with permission from *Conflict Resolution in the Middle School: A Curriculum and Teaching Guide,* by William J. Kreidler (Cambridge, MA: Educators for Social Responsibility, 1994), pp. 231–32.

1. Ahn and Paolo are working on a report for health class. Somehow the computer file with their report was deleted from the disk. They begin to argue over whose fault it is. "Stupid Cambodian," says Paolo. "I should have known you wouldn't know anything about computers. You probably grew up in a rice paddy!"

2. Shirley and Raquel are planning a slumber party. As they make up a list of classmates they want to invite, Raquel suggests inviting Annie. "Forget it," says Shirley, "I don't want that nerd at my party. She'd probably bring a book and read all the time." "Well, it's supposed to be our party, and I want her to come. I like her. She's nice," said Raquel. "She's a nerd. And stuck up because she's always on the honor roll," said Shirlee. "I want people at the party who are fun, not super-intellectuals."

3. Danny Kwong, an Asian American, is kept after class because the teacher, Ms. Rockland, thinks he might be responsible for a pencil-tapping epidemic at the beginning of class. Danny claims he had nothing to do with it. He keeps his head down and avoids looking Ms. Rockland in the eye, because in his culture it is a sign of disrespect to look an authority figure in the eye. Later, Ms. Rockland speaks to the school principal, Ms. Peters, about the incident, "Chinese kids are usually so well behaved, but Danny wouldn't look me in the eye when I was talking to him. I think he has something to hide."

4. At lunch two girlfriends, Urvashi and Kate, talk about what they want to be when they grow up. Urvashi says she would like to own her own dress shop. "Why don't you run a 7-11? That's what most people from India do," Kate says. "Because I want a dress shop," Urvashi says angrily and leaves the lunch table. "Geez, what did I do?" Kate says to herself.

5. One day Kevin is over his friend Pedro's house. Pedro's family insists that he stay for dinner. Kevin stays through dinner at Pedro's house, but barely touches his food. When he goes home that night, his father says, "I hope you didn't eat any of their food. Like I always say, Mexicans' kitchens are filthy." The next day in school Pedro confronts Kevin, "My mother was hurt and insulted because you wouldn't eat her food!"

NOTES

UNIT 7

How It Happens

The Development of Prejudice and Intolerance

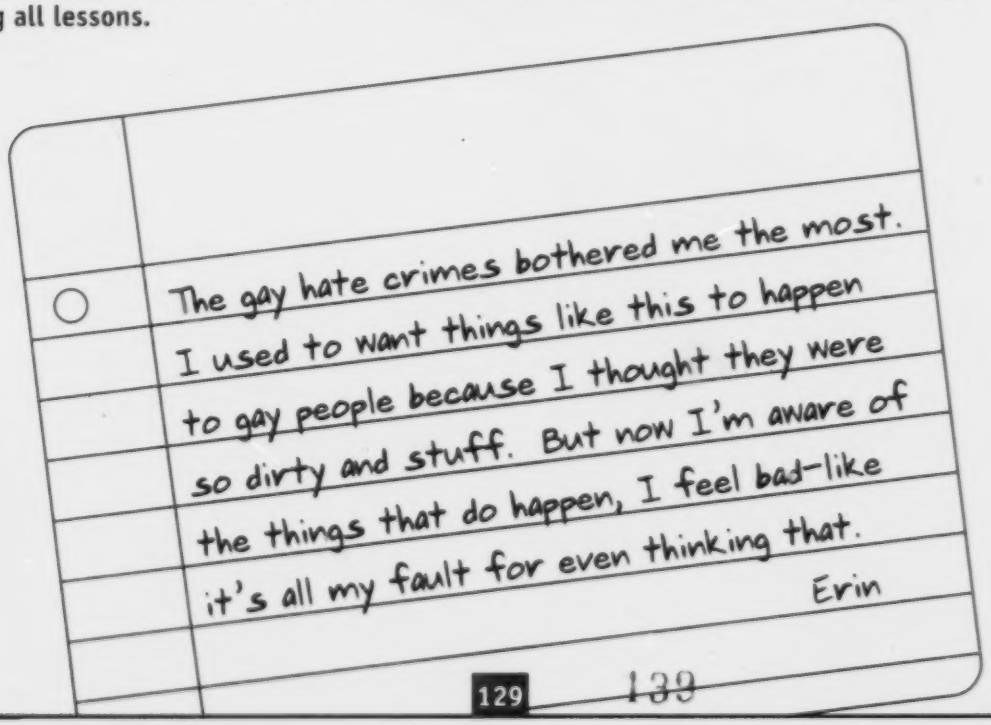
Lesson 1: What Prejudice and Stereotyping Feel Like: Entering a New Group

Lesson 2: Knowing What It Is: Identifying Stereotyping

Lesson 3: Why Stereotyping Hurts: Listening to Young People's Stories

Lesson 4: How It Affects Us: Sharing Our Family Experiences of Prejudice, Stereotyping, and Discrimination

* To the Teacher: Lessons 1, 2, 3, and 4 are core lessons for this unit. We recommend using all lessons.


The gay hate crimes bothered me the most.
I used to want things like this to happen
to gay people because I thought they were
so dirty and stuff. But now I'm aware of
the things that do happen, I feel bad-like
it's all my fault for even thinking that.
Erin

Lesson 1

What Prejudice and Stereotyping Feel Like: Entering a New Group

Purpose

Through an interactive exercise, students identify and empathize with the psychological and emotional effects of prejudice and stereotyping and reflect on ways to reduce their own prejudiced attitudes and behaviors, as well as the prejudiced behaviors of others.

Student Objectives

In this lesson, students will accomplish the following:

- identify the psychological and emotional impact of prejudice and stereotyping by examining their own experiences entering new groups
- realize how prejudice and stereotyping deny individual experiences and feelings
- empathize with the feelings of those who have been the victims of stereotyping and prejudice
- identify ways to decrease stereotyping and prejudice in their school and create greater comfort for students of diverse backgrounds
- practice attitudes and behaviors that decrease stereotyping and prejudice in their school

Preparation

- Copy Handouts 1 and 2 for students.

Teaching Points

VOCABULARY

Distribute Handout 1, "Vocabulary." ***Tell*** students to read over the list of vocabulary words and let you know if they have any questions about any of the words or the definitions listed. After students have had a few moments to read over the list, ***review*** the words with them. ***Tell*** students they may refer to the vocabulary list whenever they need to during the lesson.

Before beginning this lesson, ***convey*** the following points to students:

- ❑ **Prejudice** may be defined as making up your mind about what a person or group is like before you get to know them.
- ❑ People are not born prejudiced; they learn prejudice from parents, schools, peers, the media, and society in general. Prejudiced behavior can range from simple avoidance to the most severe action, extermination, with negative speech, discrimination, and physical attack in between.
- ❑ Although most prejudiced individuals will not commit acts of hate violence, prejudice is a motivation for those who do commit acts of hate violence.

Activity One

Entering a Group: An Introduction to Prejudice and Stereotyping

Teaching Points

Explain to students:

- ❑ A **stereotype** is a belief about an individual or a group, based on the idea that all people in a certain group will act in the same way. People who stereotype usually generalize—believing that because some people in a group are assumed to act a certain way, all or most of the group must behave that way, for example, "all teenagers are rude and loud."
- ❑ Sometimes stereotypes involve putting people into groups according to a label or a behavior and assuming that they have more in common than that label or behavior.

- ❑ Once someone stereotypes a group of people, they tend to reject or dismiss evidence that is contrary to the stereotype. For example, if someone believes all girls are weak, they will not "see" any strong girls, or if they do they will believe that individual is the rare exception. They are unable to "see beyond the stereotype."

- ❑ Generally, when people really get to know a person or a few people from a group they stereotyped, they stop believing the stereotype because they see it is not true. For example, if someone who thought all girls were weak were to hang around a girls' sports team, they would be less likely to hold onto their stereotype. Working, playing, or otherwise being involved with individuals from various groups and backgrounds is one way to break down stereotypes.

Tell students that most of us have had the experience of entering a new group of people in which we do not know anyone, such as a new classroom, community, club, or after-school job. ***Explain*** to students that one way to relate to how it feels to be stereotyped is to reflect on your own experience of entering a new group of people when that group of people does not yet know you. ***Distribute*** Handout 2, "Entering a New Group." ***Ask*** students to fill out the worksheet. ***Tell*** them they will have 10 minutes to complete the handout.

Ask for volunteers to share with the class their responses to the worksheet. After several students have volunteered their responses, ***facilitate*** a class discussion. ***Frame*** the discussion around the following questions:

- *How much do a group's behavior and attitude affect how you act when entering?*

- *How do your inner thoughts and feelings affect the way you act when entering a new group?*

- *Do you ever act differently in order to "fit in" to a new group? How do you feel and act when you don't "fit in"?*

- *Do you ever feel you are being stereotyped by a new group? How can you tell? How do you feel when the stereotype seems positive (e.g., he's an athlete so he must be cool)? When the stereotype is negative (e.g., she's smart, she must be no fun)?*

- *What is it about being negatively or positively stereotyped that makes you uncomfortable, angry, or sad?*

Teaching Point

Explain to students:

- ❑ All of us have been stereotyped at one time or another. Some of the stereotyping may seem positive (e.g., all athletes are cool); many stereotypes are obviously negative (e.g., smart people are no fun). All stereotypes are negative because they limit people. Thinking about how we feel when we are being stereotyped can help us to avoid stereotyping others.

Ask students:

- ■ *How can you avoid stereotyping other people?*

Write their responses on a chalkboard or flip chart.

Activity Two

Out of the In, Into the Out: In-group/Out-group Bias in School

Teaching Point

Explain to students:

- ❑ Belonging to one group sometimes results in an "**in-group bias**"—a feeling that your group is better than other groups. The term "**out-group**" refers to those that do not belong to the in-group. People within the in-group sometimes do not see members of the out-group as individuals with both differences and similarities.

Ask students:

- ■ *Are there in-groups and out-groups in your school? How can you tell?*
- ■ *Is there more than one type of in-group or out-group? What kinds of in-groups and out-groups are there?*
- ■ *Do people move from in-group to out-group, or do they tend to remain in one or the other? Why?*
- ■ *What are the negative aspects of having in-groups and out-groups? Are there any positive aspects?*

- ***Write*** their responses on the chalkboard or flip chart. ***Ask*** students to brainstorm ways to reduce in-group/out-group stereotyping in their own schools. ***Write*** their ideas on a flip chart. You may want to post their ideas on the wall so that students can see them and refer to them during various points in the program.

HANDOUT 1

VOCABULARY

Prejudice	Making up your mind about what a person or group is like before you get to know them.
Stereotype	A belief about an individual or a group, based on the idea that all people in a certain group will act in the same way.
In-group Bias	A feeling that your group is better than other groups.
Out-group	Those that do not belong to the in-group.

HANDOUT 2

ENTERING A NEW GROUP

1. When I enter a new group I feel...

2. In a group, I am most afraid of...

3. When I'm in a new group, I feel most comfortable when...

4. When people first meet me, they think I am...

5. Those who really know mé think I am...

Lesson 2

Knowing What It Is: Identifying Stereotyping

Purpose

Through an interactive exercise and class discussion, students learn how to identify both obvious and subtle cases of stereotyping.

Student Objectives

In this lesson, students will accomplish the following:

- identify stereotyping, including its more subtle forms
- understand how stereotypes deny individual experiences and feelings

Preparation

- Create three posters with ***YES*** on one, ***NO*** on the second, and ***MAYBE*** on the third.
- Post the three posters on walls in the classroom, so that each poster is spaced several inches away from the others and clearly visible to the students.

Activity One

Stereotype Stroll: An Interactive Exercise

Teaching Points

Review the definition of **stereotype** with students (see definition on page 135 of this unit.)

Explain to students:

- ❑ Stereotypes are often difficult to recognize, because many—though not all—contain a little truth. Sometimes it is true that some members of a group do fit the stereotype. Stereotypes are dangerous, however, because they try to say that *all* or *most* people in the group fit the stereotype, when this is usually not true. The "truth" of the stereotype is a generalization that includes all members of a group, not just some. In fact, the same stereotypes have been applied to different groups during different times. All stereotypes deny people their individuality, and many are hurtful to those being stereotyped.

❑ ***Tell*** the students you will read each of the 10 statements on page 139 (or a selection of teacher-selected statements, if time is short). After each statement you will ***say***, "Does this statement contain a stereotype?" ***Instruct*** students to walk to the part of the room that represents their response to your statement. For example, if they believe that the statement you have just read *contains* a stereotype they should walk to the side of the room with the YES sign on the wall. If they believe the statement *does not contain* a stereotype, they should walk to the side of the room with the NO sign on the wall. If they believe the statement *may contain* a stereotype but are not sure, they should walk to the side of the room with the MAYBE sign on the wall.

❑ ***Remind*** students that they are not deciding whether they think a statement is true, but whether it contains a stereotype or not. ***Remind*** them that a stereotype may seem positive or negative; but all stereotyping generalizes the characteristics of an individual or a group and makes false statements about that group or individual.

Note to Teacher

Some of the statements (nos. 6, 8, and 10) are designed to make it difficult to determine whether they contain stereotypes or not. Within a reasonable time limit, allow students to debate their responses, particularly to these statements. Explain to students that people may have different opinions in defining stereotypes. Tell them that in these cases, it is generally a good idea to listen to the opinion of a person from the group to whom the statement or comment refers.

Stereotype Stroll Statements

1. All gay men are neat and well dressed.
2. The typical teenager is a big drinker.
3. Some gay men wear earrings.
4. The elderly woman across the street is very frail.
5. African Americans are particularly musical and artistic.
6. Juan, a young Hispanic man, has a substance abuse problem.
7. Beth wishes her hair was as straight and shiny as Wan-Lee's.
8. Mary is too soft and feminine to be a good boss.
9. Native Americans are naturally more spiritual than other groups of people.
10. AIDS is a devastating disease for the gay community.

Once all students have made their selections for the first statement, ***facilitate*** a discussion among the groups of respondents. ***Tell*** students that they must follow these guidelines when discussing their responses:

1. *Students must speak and respond to one anther's comments respectfully.*
2. *Students must speak one at a time. No one will be allowed to monopolize the conversation and no one will be forced to speak, if they choose not to.*
3. *No profanities or ethnic or cultural slurs are to be used.*
4. *Students should listen carefully to each other's comments and explanations.*
5. *Students should be open to changing their opinion or altering their responses, if comments by other participants are persuasive to them.*
6. *As in any good discussion, students must, at times, respectfully agree to disagree.*

Facilitate the discussion by asking for a volunteer from one side of the room to explain his or her reasoning. ***Allow*** students from other parts of the room to respond to his or her comments. ***Make sure*** that students speak one at a time and that no one student monopolizes the conversation.

Note to Teacher

Encourage *students to respectfully probe each others' reasoning about why a statement may or may not contain a stereotype by asking students questions such as "Why do you think that is so?" "Can you see why others might think that statement contains a stereotype?" "What if the statement applied to a group to which you belong?"*

After adequate discussion has taken place around the statement, ***ask*** the students if anyone would now like to change their mind and move to a different part of the room. If several students are vocal in their incorrect assumptions about whether or not a statement contains a stereotype, ***try*** to assist other students in probing these incorrect assumptions or ***gently probe*** incorrect assumptions yourself.

Note to Teacher

Keep in mind *that statements 6, 8, and 10 have no "right" or "wrong" answers, and are therefore constructed for good debate, as well as to help students understand under what circumstances statements might or might not contain stereotypes.* ***Allow*** *students adequate time to fully explore the reasoning behind controversial or conflicting responses, and allow for reasonable differences among the class, respecting both sides of the issue.* ***Use*** *the following teacher guide not as an "answer key," but as a guide to help you probe student responses, or to enable other students to do so.*

Teacher Guide

1. All gay men are neat and well dressed.
2. The typical teenager is a big drinker.
3. Some gay men wear earrings.
4. The elderly woman across the street is very frail.
5. African Americans are particularly musical and artistic.
6. Juan, a young Hispanic man, has a substance abuse problem.
7. Beth wishes her hair was as straight and shiny as Wan-Lee's.
8. Mary is too soft and feminine to be a good boss.
9. Native Americans are naturally more spiritual than other groups of people.
10. AIDS is a devastating disease for the gay community.

1. Yes. *This statement contains a stereotype of gay men. Even though it is a positive statement, it still generalizes a group of people from the characteristics of some members of the group.*

2. Yes. *This statement claims that the "typical" teenager is a big drinker and therefore stereotypes the majority of teenagers, many of whom may not drink at all.*

3. No. *Some gay men do wear earrings. Students may point out that some straight men also wear earrings. However, the statement is not a stereotype, since it does not categorize all gay men as wearing earrings or say that only gay men wear earrings.*

4. No. *Again, this statement identifies a particular older women and does not claim that all elderly women are frail.*

5. Yes. *This statement contains a stereotype. Although it may make a positive statement, it incorrectly assumes all African Americans are musical and artistic.*

6. Maybe. *Again, this statement mentions a specific individual and does not claim that all Hispanic people have substance abuse problems.*

7. No. *This statement does not contain a stereotype. Beth wishes her hair were as shiny and straight as that of one girl, who is probably Asian. However, she does not stereotype all Asian women as having straight, shiny hair.*

8. Maybe. *This statement may spark considerable debate among the class. Some students may argue that the statement merely represents someone's opinion about the needed qualities in a boss. Others may argue that the statement implies that when possessed by a woman certain qualities that may be acceptable in a male boss are not acceptable in a female boss and therefore contains a gender stereotype. Still others may argue that although softness may or may not be a bad trait in a boss, and the statement may be inaccurate, it does not contain a stereotype since it refers to a specific woman, not all or most women.*

9. Yes. *Although many Native Americans place a high value on spirituality, one cannot say Native Americans are more spiritual than other groups of people. Spirituality is a subjective term, and most groups contain both individuals who consider themselves to be spiritual and those who do not.*

10. Maybe. *This statement may elicit the most debate from the class. Students may argue that the statement does not contain a stereotype, because AIDS is a devastating disease in the gay community. Others may argue that the statement does contain a stereotype, because AIDS is a devastating disease for not only the gay community, but for everyone, since it also affects heterosexuals. Explain to students that statements like these may be interpreted as stereotypes as much as for what they leave out, as for what they include.*

After students have discussed the statements, ***ask*** them to use what they have learned from the activity to brainstorm general guidelines they can use in the future for determining whether a written statement or verbal expression contains a stereotype. ***Write*** their responses on a flip chart.

Responses should include:

- use of the words *all*, *every*, *most*, and *none* in regard to groups of people
- statements that attribute certain characteristics or problems to only one group when many groups may have individuals with the same characteristics or problems
- statements that use one member of a particular group to generalize to the entire group

Tell students to keep this list in mind as they participate in upcoming lessons.

Lesson 3

Why Stereotyping Hurts: Listening to Young People's Stories

Purpose

Through reading about other young people's experiences with prejudice, stereotyping, and discrimination, students learn how prejudice and stereotyping deny individuality and affect others negatively. Through a role-play exercise and discussion, students brainstorm positive attitudes and behaviors for addressing diversity and making others comfortable. Students are given instruction for interviewing a family member on his/her experiences with prejudice, stereotyping, and discrimination.

Student Objectives

In this lesson, students will accomplish the following:

- identify how prejudice, stereotyping, and discrimination deny individual experiences and feelings
- identify ways to decrease prejudice, stereotyping, and discrimination in their school and create greater comfort for students of diverse backgrounds
- practice attitudes and behaviors that decrease stereotyping and prejudice in their school
- sensitively interview a family member about their experiences with prejudice, stereotyping, and/or discrimination

Preparation

- Copy Handouts 1, 2, and 3 for students.

Teaching Points

Before beginning the lesson ***explain*** to students that **discrimination** is often the action that follows stereotypes and prejudiced thinking. Discrimination means treating people better or worse because they belong to a certain group and not because of anything they do or say. Usually, discrimination involves unfair treatment based on people's race, religion, ethnicity, gender, sexual orientation, or other characteristic. When prejudiced feelings or beliefs are translated into actions, the result is discrimination. Groups or individuals who are discriminated against are denied their rights. Discrimination can occur through individual behavior or the policies of a school, community, city, or state government.

Activity One

Young People Tell Their Stories

Distribute Handout 1, "You Have to Live in Somebody Else's Country to Understand." ***Ask*** for six volunteers to read aloud one of the six passages of the poem.

After the students have read the poem, ***facilitate*** a brief class discussion around the following question:

- *What does Noy mean when she writes, "You have to live in somebody else's country to understand" throughout the poem? What is Noy feeling?*
- *How many of you have ever had any of the feelings Noy describes?*
- *Have you ever been in any situations similar to the ones Noy describes? How were the situations similar to Noy's, and how were they different?*
- *If you have had any similar experiences, how did you feel? Were your feelings similar to Noy's? In what way?*
- *Ask yourself if you have ever acted like the people Noy describes. Did this poem change the way you thought about your actions?*
- *What could you do to make someone from another country and/or culture feel more comfortable in your school?*

- ***Distribute*** Handout 2, "That Chinese Girl." ***Ask*** for a volunteer to read the passage aloud.

- ***Pose*** the following questions to the class:

  - *How are the experiences of Noy (the young Asian woman you read about in the first poem) and the Chinese girl of this poem similar?*
  - *Why doesn't the Chinese girl defend herself?*
  - *Why doesn't Jason refer to her by her name?*
  - *How does Jason feel about the behavior of his classmates and his best friend?*
  - *What prevents him from acting on his feelings?*
  - *What would you do if you were in Jason's situation?*

Activity Three

Family Experiences with Institutionalized Prejudice and Other Forms of Intolerance: Collecting Oral Histories Introduction

This activity has been adapted from *Tolerance for Diversity of Beliefs: A Curriculum* (Newton, MA: Social Science Education Consortium, Education Development Center, Inc.) and *In Search of Our Past: Units in Women's History* (Newton, MA: Women's Educational Equity Act Program [WEEA], Education Development Center, Inc., 1980).

Teaching Point

Explain to students:

- ❑ Racism or other forms of prejudice and intolerance have probably affected each of us or members of our families at some point in our lives.

- ***Tell*** students that in this exercise they will have the opportunity to listen to and record real-life stories of one of their family member's experience of racism and/or other forms of prejudice or intolerance. ***Tell*** students that they will interview a parent or other adult in their family, asking about times in the adult's life when he or she has experienced intolerance due to his or her race, ethnicity, gender, sexual

orientation, age, physical or mental condition, cultural or religious beliefs, and/or cultural practices. ***Distribute*** Handout 3, "Guidelines and Sample Questions for Interviews." ***Review*** the handout carefully in class with students, ***taking time to answer*** any questions they might have. ***Tell*** them to reread these guidelines right before they conduct their interviews.

Instruct students to ask the questions provided in the handout, but to also add any other questions that they feel are appropriate as the interview progresses. ***Tell*** students they will have the opportunity to share their family members' stories in small-group settings during the next lesson, but will not be forced to do so if they choose to remain quiet.

Note to Teacher

Because of the sensitive nature of this activity, allow plenty of time to review the interview guidelines and for processing students' feelings during the following lesson in which they share their stories. Instruct students not to press any family member who does not want to share his or her experiences, and likewise, to honor any student's request not to share the information he or she has gathered.

HANDOUT 1

YOU HAVE TO LIVE IN SOMEBODY ELSE'S COUNTRY TO UNDERSTAND

by Noy Chou, Cambodian, grade 9, Newton North High School, Newton, Massachusetts.

1. What is it like to be an outsider?
What is it like to sit in the class where everyone has blond hair and you have black hair?
What is it like when the teacher says, "Whoever wasn't born here raise your hand."
And you are the only one.
Then, when you raise your hand, everybody looks at you and makes fun of you.
You have to live in somebody else's country to understand.

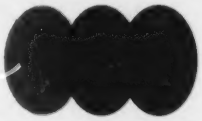
2. What is it like when the teacher treats you like you've been here all your life?
What is it like when the teacher speaks too fast and you are the only one who can't understand what he or she is saying, and you try to tell him or her to slow down.
Then when you do, everybody says, "If you don't understand, go to a lower class or get lost."
You have to live in somebody else's country to understand.

3. What is like when you are an opposite?
When you wear the clothes of your country and they think you are crazy to wear these clothes and you think they are pretty.
You have to live in somebody else's country to understand.

4. What is it like when you are always a loser?
What is it like when somebody bothers you when you do nothing to them?
You tell them to stop but they tell you that they didn't do anything to you.
Then, when they keep doing it until you can't stand it any longer, you go up to the teacher and tell him or her to tell them to stop bothering you.
They say that they didn't do anything to bother you.
Then the teacher asks the person sitting next to you.
He says, "Yes, she didn't do anything to her" and you have no witness to turn to.
So the teacher thinks you are a liar.
You have to live in somebody else's country to understand.

5. What is it like when you try to talk and you don't pronounce the words right?
They don't understand you.
They laugh at you but you don't know that they are laughing at you, and you start to laugh with them. They say, "Are you crazy, laughing at yourself? Go get lost, girl."
You have to live in somebody else's country without a language to understand.

6. What is it like when you walk in the street and everybody turns around to look at you and you don't know that they are looking at you.
Then, when you find out, you want to hide your face but you don't know where to hide because they are everywhere.
You have to live in somebody else's country to feel it.



HANDOUT 2

THAT CHINESE GIRL

by Roanne Elliot, from *"Lessons on Equal Worth and Dignity," WE: The United Nations and Human Rights Upper Elementary and Middle School Curriculum* (United Nations Association of Minnesota, 1929 South 5th Street, Minneapolis, MN 55454, 1992), p. 131.

"Hey, Chink, ever thought of having an eye operation? Come here, I'll stretch out those eyes for you. You'll be able to see your egg rolls better!"

They're at it again. The kids in my class are shouting out those stupid insults to that Chinese girl who just came to our school. She just sits there. She doesn't say or do anything to defend herself. I guess she's scared.

I feel sorry for her, that's why I never join in the laughter. My name is Jason. I'm black like most of the kids in my school. As far as I know this Chinese girl is the only one of her kind here. That's probably why some kids like to tease her so much.

My best buddy, Tyrone, is one of the worst. Every time he sees her he shouts, *"Hey, there goes that Chinese girl."* Then he says something stupid about her looks, or he starts making silly sounding words to make fun of Chinese language: *"Ling-long, ding-dong."* Of course everyone screams with laughter at that.

I usually just turn away and pretend not to hear. I told my dad about it. He said I should just tell Tyrone to knock it off. I just nodded, but privately I was thinking, *"Yeah, right Dad—easy for you to say!"*

HANDOUT 3

GUIDELINES AND SAMPLE QUESTIONS FOR INTERVIEWS

Guidelines

1. Explain to the person you would like to interview what the purpose of the interview is and how it will be used.

2. Do not try to interview a family member who doesn't want to be interviewed or feels it is an invasion of his or her privacy.

3. Treat the person you are interviewing with respect. Schedule the interview at a convenient time for them and tell them how much time the interview will take (30 minutes is probably a good estimate). Do not go over your agreed-upon time, unless the interviewee agrees to it.

4. Make sure to explain any questions or ideas in your interview that the interviewee does not understand, or rephrase your question so that he or she may understand it.

5. Be sensitive to the feelings of the person you are interviewing. Prejudice and intolerance are very sensitive issues for most people. Telling their stories may bring up feelings of discomfort, sadness, and/or anger. Respect their request to not answer certain questions, end the interview early, or continue at some other point when they are feeling less emotionally involved in the experience.

6. Remember that the interview may bring up powerful feelings for you as well. You are interviewing one of your close family members or other relative on a painful subject. Be prepared to experience your own feelings of discomfort, sadness, anger, or even guilt. These feelings are perfectly normal. If you feel guilty about the experiences of one of your family members, remind yourself that you are not responsible and probably had no control over events that happened in the past, perhaps before you were born.

7. Thank the person you are interviewing for their time and the experience they have shared with you.

HANDOUT 3, Continued

GUIDELINES AND SAMPLE QUESTIONS FOR INTERVIEWS

Questions

1. Describe an incident when you or someone in your family experienced prejudice, discrimination, or intolerance because of your (or someone in your family's) race, ethnicity, gender, sexual orientation, age, disability, cultural or religious beliefs, and or cultural practices.

2. What did you (or your family member) do in response to this incident?

3. How did the incident make you (or your family member) feel?

4. Why do you think the person, group of people, or institution that acted intolerant did what they did?

5. Do you think they would agree with your explanation?

6. What was the "lesson" you or your family member came away with from this incident?

7. Did this incident make you (or your family member) more or less tolerant toward others?

160

How It Affects Us: Sharing Our Family Experiences of Prejudice, Stereotyping, and Discrimination

Purpose

Through listening to each other's family stories of prejudice, stereotyping, and/or discrimination, students gain a critical understanding of their devastating impact and recognize that each one of us has been personally affected by prejudice, stereotyping, or discrimination in some way.

Student Objectives

In this lesson, students will accomplish the following:

- understand how prejudice, stereotyping, and discrimination can happen to all of us and how it has touched many of us directly or through the experiences of a family
- identify similarities and differences among different forms of prejudice, stereotyping, and discrimination
- realize the devastating affects of stereotyping, prejudice, and discrimination

Teaching Point

- ❑ Depending on the frequency of your class meetings, you may want to move this lesson to later in the curriculum in order to give students time to interview family members.

Activity One

Sharing Our Family Experiences with Institutionalized Prejudice and Other Forms of Intolerance

☐ ***Begin*** this activity by dividing the class into four smaller groups. ***Ask*** for volunteers in each group to share their family stories of prejudice, stereotyping, and/or discrimination, referring to their written records of the interviews. ***Tell*** them to answer the following questions after they have related their stories. ***Encourage*** all students to participate, but ***allow*** students to listen quietly if they prefer not to share their stories.

- *What were you feeling as your relative related his/her story?*
- *What do you think the person relating the story was feeling?*
- *Would you have responded in the same way to the incident as the person you interviewed? Why or why not?*
- *What did you learn from your relative's story?*

Note to Teacher
Tell students that they may have had or may still have very strong feelings about the interview of their relative. Reassure them by explaining that it is normal to have feelings of anger, and/or sadness when we hear about injustices, particularly when they involve those close to us. Allow time for discussing their feelings.

☐ After everyone who wanted to has shared his/her story, ***tell*** them to discuss the following questions and select a group leader who will report back to the class:

- *What were the common threads in each of the stories?*
- *What were some of the differences in the stories?*
- *What "lessons" did the relatives being interviewed learn from the incident? Were these positive or negative lessons? Did what they learned reinforce any stereotypes?*
- *What lessons did we learn from listening to our relatives' stories?*

☐ ***Reconvene*** the class and ***ask*** the group leaders to report their responses to the class.

UNIT 8

Seeing the Big Picture

Institutionalized Racism

Lesson 1: The Holocaust of Nazi Germany

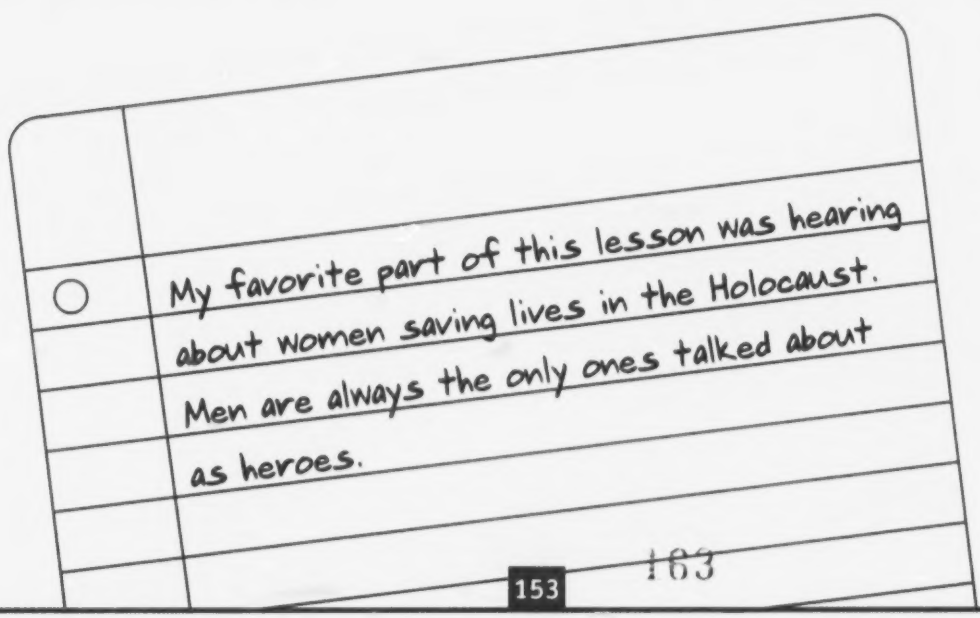
Lesson 2: Resistance to Nazi Oppression

Lesson 3: Racism in the United States and the Civil Rights Movement: A Resistance

Lesson 4: Institutionalized Prejudice, Resistance, and the Role of Aggressors, Victims, and Bystanders: A Role Play, Part One

Lesson 5: Institutionalized Prejudice, Resistance, and the Role of Aggressors, Victims, and Bystanders: A Role Play, Part Two

* To the Teacher: We recommend using all lessons if time permits. If necessary, choose Lessons 1 and 2 *or* Lesson 3.


My favorite part of this lesson was hearing
about women saving lives in the Holocaust.
Men are always the only ones talked about
as heroes.

Teaching Points

Convey these points to the students as an introduction to the unit:

- ❑ By studying the Holocaust of Nazi Germany and the American civil rights movement, we learn about the devastating impact institutionalized prejudice has had throughout history, particularly when governments sanction, uphold, and maintain hate crimes and incidents. These two periods of history also show us what groups and individuals can do to reduce, prevent, or resist prejudice, discrimination, and oppression.

- ❑ The democratic institutions and values that we sometimes take for granted are not automatic; they need to be appreciated, nurtured, and protected.

- ❑ Instances of institutionalized prejudice and discrimination are not accidents in history; they occur because individuals, organizations, and governments sometimes make choices that not only legalize discrimination, but also allow prejudice, hatred, and even mass murder to occur.

Lesson 1

The Holocaust of Nazi Germany

Purpose

Through readings, small-group work, class discussion, and video segments, students learn about the Holocaust, an example of institutionalized prejudice at its most extreme.

Student Objectives

In this lesson, students will accomplish the following:

- understand and describe the impact of prejudice, racism, and stereotyping on the part of social systems
- describe conflicts that arose between the majority and minority groups in Germany in 1933–45
- understand how the development of public policy can lead to genocidal practices, especially when people remain silent in the face of discrimination
- understand the role of the Nazi bureaucracy in implementing policies of murder and killing

Preparation

- Copy Handouts 1 and 2 for students.

Teaching Points

Distribute Handout 1, "Vocabulary." While ***discussing*** the following points with the students, ***refer*** them to their handout and ***explain*** the definitions of the bold words.

- ❑ The **Holocaust** was an extreme form of **institutionalized prejudice** that led to the systematic killing (**genocide**) of over six million people by the Nazis in Germany and their **collaborators** during World War II (1933–45).

- ❑ Although Jews were the main victims, up to one half-million Gypsies, at least 250,000 mentally or physically disabled persons, and thousands of homosexuals were also victims of this genocide. As the Nazis moved across Europe from 1933 to 1945, they persecuted and murdered millions of other innocent people. More than three million Soviet prisoners of war were killed because of their nationality. Over 10,000 Polish and other Slavic people were used as slave labor and died. In addition, thousands of **dissidents** such as communists, socialists, trade unionists, and Jehovah's Witnesses were persecuted for their beliefs, and many died as a result of horrible treatment.

- ❑ Holocaust history shows how a modern nation can use technology for genocide and how government can make destructive policies that lead to prejudice, hatred, and mass murder.

- ❑ The history of European prejudice and discrimination against Jews (**anti-Semitism**), the humiliation many Germans felt after losing World War I, and the bad economy in Germany after World War I are some of the many factors that led to the Holocaust.

- ❑ Adolf Hitler, the Nazi leader and leader of Germany, used **propaganda** to increase prejudice and hatred. This propaganda wrongly **scapegoated** Jews and other groups the Nazis called "inferior" and blamed them for Germany's problems.

Activity One

Group Presentations on Holocaust Readings

- ***Divide*** the class into two groups. ***Distribute*** Handout 2, "Selected Group Readings." ***Assign*** the following readings (Handout 2) to the groups.

  Group 1: "The Holocaust: A Historical Summary"

  Group 2: "Children in the Holocaust"

- ***Ask*** the students to read the questions at the end of the handout and think of them while reading the passages.

- After reading, ***instruct*** each group to discuss the assigned reading in their groups and summarize the key points. ***Ask*** each group to select a leader who will summarize the article for the class, and provide the group's responses to the questions in Handout 2. ***Ask*** the selected leaders to present their group's summary to the class, writing key points on the chalkboard or flip chart. ***Ask*** other members of the group if they have anything they would like to add. ***Instruct*** the class to pose any other questions they may have on the readings to the presenting group.

- ***Conclude*** this lesson by summarizing the key points of the two articles presented by each group on a chalkboard or flip chart.

HANDOUT 1

VOCABULARY

Holocaust	The systematic killing of Jews and other targeted groups because of their group identity. During World War II, the Nazis and their collaborators targeted Jews, the disabled, Gypsies, homosexuals, communists, and socialists.
Aryan	A person of non-Jewish nationality or non-Jewish faith.
Institutionalized Prejudice	Prejudice that is widely accepted throughout a society including in schools, workplaces, government, and religious organizations.
Genocide	The purposeful and ordered destruction of a racial, political, ethnic, or cultural group by killing all of its members.
Circumcision	Removal of the fold of skin that covers the glans of the penis.
Nazi	Shortened term for the *National Socialist German Workers Party*. Adolf Hitler became head of this political party in 1921. The Nazi Party was anti-communist, anti-Semitic, racist, nationalistic, and militaristic.
Allies	Countries united against the Axis powers (Germany, Italy, Japan).
Dissidents	People who disagree with the ideas and beliefs of those in power. Dissidents in Nazi Germany were often severely punished for disagreeing.
Anti-Semitism	Hostility toward or discrimination against Jews as a religious or cultural group.
Propaganda	Spreading information or rumors to help one's cause or to hurt an opposing cause. Propaganda is often based on lies or information that has been exaggerated.
Scapegoating	Blaming people or groups of people for something that is not their fault.

HANDOUT 2

SELECTED GROUP READINGS: GROUP ONE

These readings have been adapted from *Fifty Years Ago: Revolt Amid the Darkness: 1993 Days of Remembrance* (Washington D.C.: United States Holocaust Memorial Museum, 1994).

THE HOLOCAUST: AN HISTORICAL SUMMARY

In 1933 about nine million Jews lived in the 21 countries of Europe that would be occupied by Germany during World War II.

As the Nazis moved across Europe from 1933 to 1945, millions of innocent people were persecuted and murdered. By 1945, when the war ended, two out of every three European Jews had been killed. Also, hundreds of thousands of Roma (Gypsies) and at least 250,000 mentally or physically disabled persons died because of the Nazis. More than three million Soviet prisoners of war were killed because of their nationality. Poles, as well as other Slavs, were used for slave labor, and as a result tens of thousands died. Homosexuals and others called "anti-social" were also persecuted and often murdered. In addition, thousands of dissidents, including communists, socialists, trade unionists, and Jehovah's Witnesses, were persecuted for their beliefs and behavior, and many of these people died as a result of very bad treatment.

The Holocaust happened in two main phases: 1933–39 and 1939–45.

I. 1933–39

In 1933, Adolf Hitler was named to the most powerful position in the German government by the aged president who hoped Hitler would solve Germany's problems. At the time, Hitler was the leader of the National Socialist German Workers Party (called the Nazi Party for short).

Once in power, Hitler moved quickly to end German democracy. He convinced his cabinet to use "emergency" parts of the Constitution which allowed the government to stop the individual freedoms of the press, speech, and assembly. Special security forces—the Secret State Police (the Gestapo), the Storm Troopers (SA), and the Security Police (SS)—murdered or arrested the political leaders that were against Hitler. Finally, a new law made Hitler dictator.

The Nazis believed, as many other Europeans at that time believed, that some races were superior (better) or inferior (worse) to others. The Nazis, specifically, felt that the "superior" and "inferior" races were struggling against each other for survival. Therefore, they saw Jews, Roma (Gypsies), and the disabled as a threat to the survival of the German "Aryan" race—what they called the "master race." In 1933, the Nazis started to act on these beliefs. They prevented Gypsies and blacks from marrying Germans. They also sterilized many Gypsies, racially mixed (African-German) children, and disabled people so that they would not have children.

HANDOUT 2, Continued

Nazis targeted mainly Jews. They created propaganda that wrongly blamed Jews for Germany's problems. The Nazis forced Jews out of many jobs, stopped using their businesses, refused to allow them to marry "Aryans," and took away their German citizenship. Between 1937 and 1939, the Nazis segregated (separated) Jews more: Jews could not attend public schools, go to theaters, movies, or vacation hotels, or live, or even walk, in certain parts of German cities.

The Nazis also took over Jewish businesses and properties or forced Jews to sell them at very low prices. In November 1938, the Nazis persecuted the Jews in new ways: destroying their homes and synagogues, and arresting and murdering many Jewish men. This event became known as Kristallnacht (the "Night of Broken Glass") because of all of the windows that were shattered.

The first roundups of German and Austrian Jews occurred after Kristallnacht, when about 30,000 Jewish men were sent to Dachau and other concentration camps and several hundred Jewish women were sent to local jails.

Hitler's forces also arrested people who opposed him and his rule. The Nazis called these people "undesirables" and "enemies of the state." Many homosexuals, mostly men, were also put in concentration camps because of a new law. Even simply calling someone a homosexual caused them to be arrested. Jehovah's Witnesses were banned as a group, since their religious beliefs didn't allow them to swear an oath to Germany or to serve in the German military. Their literature was taken, and they lost jobs, unemployment benefits, pensions, and all social welfare benefits. Many Jehovah's Witnesses, and others who were against Hitler, were sent to concentration camps. In addition, many thousands of German Gypsies were kept in special city camps.

II. 1939–45

Early in 1942, the German government decided that "the final solution to the Jewish question" was to kill all Jews. The Germans started sending people to extermination camps (killing centers with gassing facilities) located in Poland.

Six killing sites were close to rail lines, so people could be sent there easily, and in the country, where there would be few witnesses to see what was happening.

Auschwitz-Birkenau became the killing center where the largest numbers of European Jews and Gypsies were killed. More than 1.25 million people were killed there; 9 out of 10 of them were Jews. Soviet prisoners of war and sick prisoners of all nationalities also died in the gas chambers.

Between May 14 and July 8, 1944, 437,402 Hungarian Jews were deported to Auschwitz in 148 trains. This was probably the largest single mass deportation during the Holocaust.

HANDOUT 2, Continued

The methods of killing were the same in all the killing centers. People arrived in railroad freight cars (built to carry packages, not people) and passenger trains. When they got there, the men were separated from the women and children. Prisoners were forced to undress and hand over all valuables. They were then sent naked into the gas chambers, which were made to look like shower rooms to trick them. Poison gas, instead of water, came out of the showers and the people suffocated. Some people, who were healthy when they entered the camps, were not sent to the gas chambers, but were forced to do hard labor. Many of these people died from starvation, exposure to cold weather, epidemics of disease, medical experiments, and bad treatment.

After the Germans started to lose the war, the Nazis decided to leave those concentration camps the Allies could get to first. The Nazis tried to hide what they did and sent prisoners to camps further inside Germany to prevent the Allies from getting to them. Many inmates died walking the long trips on foot, known as "death marches." During the last days, in the spring of 1945, conditions in the concentration camps were so bad that many more people died. In May 1945, Nazi Germany collapsed, the Nazi guards fled, and the camps ceased to exist as extermination, forced labor, or concentration camps.

The Nazi legacy was a vast empire of murder, pillage, and exploitation that had affected every country of occupied Europe. The toll in lives was enormous. The full magnitude and the moral and ethical implications of this event are only now beginning to be understood more fully.

Questions on the Reading

1. *What factors contributed to Hitler and the Nazis coming to power in Germany during the 1930s?*

2. *How did the German government discriminate against and persecute Jews and various other groups? What methods did they use?*

3. *How were Jews and other targeted groups killed during the Holocaust?*

HANDOUT 2, Continued

SELECTED GROUP READINGS: GROUP 2

CHILDREN IN THE HOLOCAUST

During the Holocaust, children—from infants to older teens—were, like their parents, persecuted and killed for reasons that had nothing to do with their actions or behavior. Rather, Hitler wanted all non-Aryan people, including children, to be eliminated from German society. The Nazis killed the children to create what they wanted to be a "biologically pure" society of only "Aryan" people.

Up to one and a half million children were murdered by Nazis and their collaborators (people who helped them) between 1933 and 1945. The overwhelming majority of them were Jewish. Thousands of Roma (Gypsy) children, disabled children, and Polish children were also among the victims.

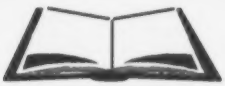
Although these children were killed in many different ways, they were all killed on purpose by Adolf Hitler's German government. Many were shot; many more were killed by poisonous gas in concentration camps or given injections that killed them. Others died from disease, starvation, exposure, torture, and/or severe exhaustion from slave labor. Still others died as a result of medical experiments conducted on them by German doctors in the camps.

Although it was mostly the "non-Aryan" and disabled children who were killed, even children who looked the way Aryans were supposed to look (light-skinned, blond-haired, blue-eyed) suffered because of the Nazis. In countries Germany took over during the war, non-Jewish children that looked like the Nazi "master race" were sometimes kidnapped from their homes and taken to Germany to be adopted by German families. As many as 50,000 Polish children may have been separated from their families this way. Some of these children were later rejected and sent to special children's camps where they were killed or died because of the terrible living conditions.

Children hurt by the Nazis had many different experiences, according to their age, gender (boy or girl), family money, and where they lived. Generally, babies and younger children sent to ghettos and camps had almost no chance of surviving. Children in their teens, or younger children who looked older, had a better chance of survival since they might be chosen to work as slave labor instead of being immediately killed. Some teens even worked against the Nazis in resistance activities.

Nazi Germany on the Road to War

Soon after the Nazis gained power in Germany, Jewish children found life more and more difficult. Because of laws that did not allow Jews to have certain jobs, their parents lost jobs and businesses. Many families were left with little money.



HANDOUT 2, Continued

Jewish children were not allowed to participate in sports or play with their Aryan classmates and neighbors. They could not go to the movies, public playgrounds, museums, or even swimming pools. Even when they were allowed to go to school, teachers often treated them poorly and even encouraged other students to make fun of them. Often, Jewish students were teased, picked on, and beaten up. Eventually, Jewish and Gypsy children were not allowed to go to German schools at all.

Gypsy children, like Jewish children, had a very difficult time in Nazi Germany. Along with their parents, they were rounded up and forced to live behind barbed-wire fences in special city internment camps under police guard. Beginning in 1938, Gypsy teenagers were arrested and sent to concentration camps.

Murder under Cover of War

When World War II started, life became much more difficult for children all over Europe. European children suffered because of the war: having to move, not having enough to eat, not having their fathers or brothers around, trauma, and confusion. However, only certain groups of children were chosen for "extinction."

Among the first victims of the Nazis were disabled persons, including children. The Nazis thought that physically and mentally disabled people were not useful to society and not worthy of living. At almost the same time World War II started, Hitler began a program to kill disabled Germans. Though some were Jewish, most of the children murdered in this fashion were non-Jewish Germans.

When war started, Jewish children in Germany had a harder and harder time. Nazi government officials took many items of value from Jewish homes, including radios, telephones, cameras, and cars. Even more importantly, food and clothing rations for Jews were limited. Jewish children felt more and more isolated. Similarly, as Germany conquered various European countries—from Poland and parts of the Soviet Union in the east, to Denmark, Norway, Belgium, France, and Holland in the west—more and more Jewish children came under German control and, with their parents, experienced persecution, forced separations, and very often, murder.

Some children managed to escape deportation to ghettos by going into hiding with their families, or by hiding alone, aided by non-Jewish friends and neighbors. Children in hiding often took on a secret life, sometimes remaining in one room for months or even years. Some hid in woodpiles, attics, or barns; others were locked in cupboards or concealed closets, coming out infrequently and only at night. Boys had it more difficult, because they were circumcised and could therefore be identified.

In order to survive, children had to be resourceful and make themselves useful. In Lodz, healthy children could survive by working. Small children in Warsaw, the largest ghetto in occupied Poland, sometimes helped smuggle food to their families and friends by crawling through narrow openings in the ghetto wall. They did so at considerable risk; smugglers who were caught were severely punished.

HANDOUT 2, Continued

Deportation to Concentration Camps

In 1942, the Nazis started emptying the ghettos, and deporting the victims to concentration camps. Children were often the target of special roundups for deportation to the camps. The victims were told they were being resettled in the East. The journey to the camps was difficult for everyone. Jammed into rail cars until there was no room for anyone to move, young children were often thrown on top of other people. Suffocating heat in the summer and freezing cold in the winter made the deportation journey even more difficult. During the trip, which often lasted several days, there was no food, except for what people managed to bring along. There were also no water or bathroom facilities, and parents were powerless to defend their children.

Two concentration camps (Auschwitz-Birkenau and Majdanek) and four other camps (Chelmno, Sobibor, Belzec, and Treblinka) functioned as "killing centers." All were located near railroad lines in occupied Poland, and poison gas—either carbon monoxide or Zyklon B—was the primary weapon of murder. Upon arrival at these death camps, individuals were selected to live or to die. Stronger, healthier people were often selected for slave labor, forced to work eleven-hour shifts with a minimum of clothing, food, and shelter.

Arrival at a killing center usually meant immediate death for babies and younger children. Children aged thirteen and older were frequently spared immediate gassing, and used instead for forced labor. Some who survived the camp selection process were used for medical experiments by German physicians.

The great majority of people deported to killing centers did not survive. For those who did survive the selection process, children and adults alike, life in the camps presented new challenges, humiliations, and deprivations. Once one became a prisoner, clothing and all possessions were removed. Hair was shaved off, and badly-fitting prison uniforms were distributed. One's name was replaced with a number often tattooed on the arm. Many people scarcely recognized their own family members after they had been processed in the camps.

Liberation

Near the end of the war in 1945, Allied soldiers liberated the German concentration camps. By this time, many of the children who had entered camps as teenagers were now young adults. For most, the food and gestures of kindness offered by liberating soldiers were links to life itself. Children who had survived in hiding now searched the camps trying to locate family members who might also have survived. Returning to hometowns, they hoped that former neighbors might know of other survivors.

HANDOUT 2, Continued

It was rare for an entire family to survive the Holocaust. One or both parents were likely to have been killed; brothers and sisters had been lost; grandparents were dead. Anticipated reunions with family members gave surviving children some hope, but for many, the terrible reality was that they were now alone. Many found themselves sole survivors of once large, extended families. A few were eventually able to locate missing family members.

The future was as uncertain as the present was unstable. Many young people had their schooling interrupted and could not easily resume their studies. Merely surviving took precedence over other concerns. Owning nothing and belonging nowhere, many children left Europe and, with assistance provided by immigrant aid societies or sponsorship from relatives abroad, they emigrated, usually to the United States, South Africa, and/or Palestine which, after 1948, became the state of Israel. There, in these newly adopted countries, they slowly developed new lives.

Questions on the Reading

1. *According to this account, why were the children of persecuted groups at greater risk for being victimized than the adults?*

2. *What did children and teenagers do to avoid being killed?*

Lesson 2

Resistance to Nazi Oppression

Purpose

Through a reading, video, and discussion, students gain an understanding of the various aspects of resistance to the Holocaust, including the roles of aggressors, victims, and bystanders.

Student Objectives

In this lesson, students will accomplish the following:

- understand the roles of aggressors, victims, and bystanders during the Holocaust
- understand the extent to which cultures are able to survive and maintain their traditions and institutions when faced with threats to their very existence
- recognize the heroism demonstrated by those Jews and non-Jews who resisted Nazi oppression

Preparation

- Copy Handouts 1 and 2 for students.
- Set up segment from the film *Europa, Europa*. Be ready to begin play at 15 minutes before the end of the film: *(The first scene depicts a discussion between Solomon [who used the alias Joseph] and his German girlfriend's mother. The second scene is Solomon being questioned by his headmaster in his German school. The third scene shows Solomon fighting with a greatly outnumbered army of young German soldiers against a Russian army. Solomon deserts the army and reveals his identity to the Russian soldiers. The fourth scene depicts Solomon's capture by the Russian soldiers and his reunification with his brother who has been in a concentration camp.)*

Teaching Point

Distribute Handout 1, "Vocabulary." While ***conveying*** the following points to the students, ***refer*** them to their handout and ***explain*** the definitions of the bold words:

- ❑ As with conflicts between individual people, the roles of **aggressors**, **victims**, and **bystanders** also affect conflict between groups of people.

- ❑ During the Holocaust Jews and other victims of Nazism participated in many acts of resistance. They often did so in the face of great danger, not only to themselves but to their families and friends. **Resistance** took many forms, ranging from spur-of-the-moment acts by defiant individuals to planned group actions.

- ❑ Acts of resistance by Jews and other targeted groups included smuggling food, and keeping their own religion, culture, and educational practices. Under the extreme conditions victims faced, keeping one's will to live could be considered an important act of spiritual resistance.*

- ❑ The German Nazis carried out their systematic murders with the help of local **collaborators** in many countries and through the indifference of millions of bystanders. However, there were also instances of organized resistance. For example, in the fall of 1943, the Danish resistance, with the support of the local population, rescued nearly the entire Jewish community in Denmark from being sent to the east, by smuggling them to safety with a dramatic boatlift. Individuals in many other countries also risked their lives to save Jews and other others subject to Nazi persecution. One of the most famous was Raoul Wallenberg, a Swedish diplomat who led a rescue effort that saved the lives of tens of thousands of Hungarian Jews in 1944. Schindler of the film *Schindler's List* also provides an example of resistance.

- ❑ Resistance movements existed in almost every concentration camp and ghetto of Europe. Jewish resistance in the Warsaw Ghetto led to a courageous uprising in April–May 1943.

- ❑ On April 19, 1943, members of the National Committee for the Defense of Jews, in cooperation with Christian railroad workers and the general underground in Belgium, attacked a train leaving the Belgian transit camp of Malines headed for Auschwitz and succeeded in helping several hundred Jews escape.

* from *Fifty Years Ago: Revolt Amid the Darkness: 1993 Days of Remembrance* (Washington D.C.: United States Holocaust Memorial Museum, 1994).

Activity One

Aggressors, Victims, and Bystanders: Video Segment from *Europa, Europa*

Note to Teacher

Although this segment from the film Europa, Europa *has been carefully selected so as not to graphically depict the Holocaust, scenes represented in the segment may bring up strong emotions from the students. Set aside time to process these feelings with students, enabling them to verbalize their emotional reactions to the video segments, if they choose to.*

☐ ***Show*** students the last 15 minutes of the film *Europa, Europa*. ***Explain*** to students that this segment tells the true story of Solomon Perel, a 16-year-old Jewish boy who survived the Holocaust in Nazi Germany by pretending that he was a German and not Jewish. ***Tell*** the students that they will be viewing four scenes from the movie. The *first scene* depicts a discussion between Solomon (who used the alias Joseph) and his German girlfriend's mother. The *second scene* is Solomon being questioned by his headmaster in his German school. The *third scene* shows Solomon fighting with a greatly outnumbered army of young German soldiers against a Russian army. Solomon deserts the army and reveals his identity to the Russian soldiers. The *fourth scene* depicts Solomon's capture by the Russian soldiers and his reunification with his brother who has been in a concentration camp.

☐ ***Facilitate*** a class discussion of the scenes. ***Use*** the following questions and any other questions that seem appropriate to frame the discussion:

Opening Question:

- *What did you feel while you were watching and listening to these segments? What emotions did the segments bring up for you?*

Scene 1

- *Why does Solomon reveal his true identity to Leni's mother?*

  Possible student responses:

  - *Solomon needs to reveal the secret he has kept for so long to another human being.*
  - *He is so emotionally distraught by the news the mother tells him that his guard is down.*

- *What is her reaction to his confession? Were you surprised by her reaction? Why or why not?*

Scene 2

- *What was your reaction to this scene of Solomon being questioned by his headmaster at his German school?*

Scene 3

- *Why isn't Solomon able to shoot the young Russian soldier?*

  Possible student responses:

  - *As a Jew, he cannot kill someone who is really on his side.*
  - *As a human being, he cannot look another human being in the eye and deliberately shoot him.*

- *Why do you think the young Russian is unable to shoot him?*

  Possible student response:

  - *His realization of the common humanity between Solomon and himself makes him unable to shoot Solomon.*

Scene 4

- *What does the soldier who captures Solomon mean when he says to him, "If you were Jewish, you would look like this?"*

  Possible student response:

  - *He wants Solomon to see what has happened to his fellow Jews and how they have suffered.*

- *Why do you think the Jewish man spared Solomon's life?*

  Possible student responses:

  - *He sees that Solomon has a living family member who is a survivor of the concentration camp.*
  - *He puts the importance of the Jewish community as a whole ahead of the deeds of one individual.*
  - *He cannot kill another Jew or perhaps another human being.*
  - *He does not want others to suffer, even though he has. He knows this is not the answer.*

- *In this scene Solomon's brother tells Solomon not to tell his story to anyone else because no one will believe him. What do you think may be other reasons why Solomon's brother does not want Solomon to repeat his story?*

  Possible student responses:

  - *He fears his brother's life may be in danger if others know that he has been a traitor.*
  - *He may be ashamed of his brother's actions.*

- *Why does the director of the movie choose to show a scene of the two boys urinating from the train near the end of the film?*

  Possible student responses:

  - *The scene illustrates that even in times of horrific events, individuals still eat, sleep, and go to the bathroom—in other words—certain functions of life are maintained.*
  - *Solomon's identity rests on being a German and therefore he must pretend he has not been circumcised throughout the movie. This scene refers to how he and his brother are same.*

Concluding Questions:

- *Describe a victim, bystander, and aggressor from the film segment and explain how their role affected their life in the film.*

- *Did any of the characters represented in the film take on more than one of these roles? Explain.*

Teaching Points

Explain to students:

- ❑ Although some individuals risked their lives to combat Nazi oppression, at best, less than one-half of 1 percent of the total population of non-Jews under Nazi occupation helped rescue Jews.

- ❑ The United States and Great Britain received numerous press reports in the 1930s about the persecution of Jews; however, neither country changed their refugee policies to allow great numbers of individuals persecuted by the Nazis to enter their country.

- ❑ In Europe, anti-Semitism was so popular that citizens of many German-occupied countries collaborated with the Nazis in their genocidal policies. There were, however, individuals and groups in every occupied nation who, at great personal risk, helped hide those targeted by the Nazis.

☐ ***Distribute*** Handout 2, "Resistance Reading."

☐ ***Ask*** students to take turns reading sections of the article aloud or read silently to themselves.

☐ ***Facilitate*** a class discussion on the following questions regarding the resistance reading:

- ■ *What do you think enabled the Trocmes to risk their own lives to save the lives of others when so many other people were unable or unwilling to do so?*
- ■ *How is this historical account relevant to events in the world today? Why is the Trocmes' message important for those of us living in the world today?*
- ■ *What do you think Magda Trocme is saying in the very last paragraph of the reading? What does it mean to you?*

HANDOUT 1

ABCDEFG

VOCABULARY

Aggressor (review) Someone who commits harmful acts or gestures against another person or persons which have a physical, emotional, or psychological impact on the targeted person(s).

Victim (review) A person who is harmed or killed by another person, group of people, condition, or system.

Bystander (review) A person who is present to witness an event but does not take part in it; a spectator.

Resistance Action against the ideas, policies, laws, or actions of the government taken by individuals or groups.

Collaborator A person or group that works with another person or group. During World War II, Nazi collaborators were those who were friendly with, and worked with, the Nazis.

Huguenot A member of the Huguenot movement, a French Protestant group which adheres to a Swiss political ideology influenced by Besançon Hugues, a Swiss political leader of the 16th century.

HANDOUT 2

RESISTANCE READING

[By Philip Paul Hallie. These readings have been adapted from *Fifty Years Ago: Revolt Amid the Darkness: 1993 Days of Remembrance* (Washington D.C.: United States Holocaust Memorial Museum, 1994).]

Lest Innocent Blood Be Shed: The Story of the Village of Le Chambon and How Goodness Happened There

Led by their remarkable minister and his equally heroic wife, the Huguenot Protestant population of the village of Le Chambon-sur-Lignon in the hills of south-central France sheltered thousands of Jewish refugees from the Germans. This memoir is written by one such Huguenot woman, Magda Trocme, widow of Pastor Andre Trocme, who was the spiritual leader of Le Chambon.

My husband, Andre Trocme, was a Protestant minister. During the war, we lived with our four children in the small village of Le Chambon-sur-Lignon in central France. The village of Le Chambon was Protestant with one large church. On Sundays the sermon was very important, because at that time there were no movies, no special lectures. The sermon had to be something that everyone wanted to hear. The parish wanted a man like my husband, not only because of his ideas about war and peace but on account of his general ideas about truth and justice. My husband was interesting and genuine, original. He always thought that he had to preach for peace, for better love and understanding. The parish asked for him because the people wanted him. So later, when the danger came, how could they not back him? When *la drole guerre,* or the "funny war," was declared in 1939, nothing happened. After the fall of France, Andre went on preaching as he always did. He spoke against the war.

When the "funny war" started to be a real one, a poor woman came to my house one night, and she asked to come in. She said immediately that she was a German Jew, that she was running away, that she was hiding, that she wanted to have shelter. She thought that at the minister's house she would perhaps find someone who could understand her. And I said, "Come in." And so it started. I did not know that it would be dangerous. Nobody thought of that. But all at once, many people were in the village. When you hear that there are nice people who will receive you in their homes in a certain place, and you think you are in danger—and later when you really are in danger—you will do anything to get there. But there was no advertisement. They just came. Those of us who received the first Jews did what we thought had to be done—nothing more complicated. It was not decided from one day to the next what we would have to do. There were many people in the village who needed help. How could we refuse them? A person doesn't sit down and say I'm going to do this and this and that. We had no time to think. When a problem came, we had to solve it immediately. Sometimes people ask me, "How did you make a decision?" There was no decision to make. The issue was: "Do you think it is unjust to turn in the Jews or not? Then let us try to help!" It was not something extraordinary. When the first Jew came to my house, I just opened the door and took her in without knowing what would happen later. It was even simpler than one might suppose.

Once when my husband was in Marseilles, he spoke to Burns Chalmers, who was responsible for many of the Quakers' activities on behalf of the inmates of the concentration camps in the south of France.

HANDOUT 2, Continued

Chalmers said to my husband, "But Monsieur Trocme, what we do not have is a place, a village, a house, a place to put people who are hiding, people that we can save. We get people out of the camps, but nobody wants them. It is dangerous to take them. Is your village prepared to do such a thing?" My husband came back to the village and he spoke to the council of the church, and they said, "OK, go ahead." Within minutes, they were willing to help. Yes, there were dangers, but up until then, nothing had happened. More and more we would disobey. We had a habit of doing it. One day, finally, the governor came and said to my husband, "Now you must give the names of all the Jews that are here." It was at the time that the Jews had to put on the sign, the yellow star. My husband said, "No, I cannot. First, I do not know their names—they often changed their names—and I don't know who they are. And second, these Jews, they are my brothers."

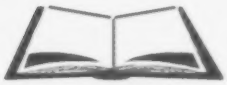
"No," Monsieur Bach said, "they are not your brothers. They are not of your religion. They are not of your country."

"No, you are wrong," Andre responded. "Here, they are under my protection."

"You must give me their names," said the prefect, "or who knows? Maybe you will be taken to prison, if you don't tell me who they are." Then the prefect left, and it was put aside.

Some months later two soldiers knocked at the door and went in the house to talk to my husband. Next, my husband came out of the room and said, "I've been arrested." Why arrested? At that time, nobody even dared to ask why such things happened. Before my husband left, you cannot imagine what happened. A young girl, Suzanne Gilbert, rang the doorbell. Her father was a church counselor and we had been invited to their home because it was her father's birthday. Of course, we had forgotten because of all the excitement. She came, saw the police, ran away, told everyone what was happening in the parsonage, and a few minutes later, the people of the village started a sort of procession coming to say good-bye and to bring presents—queer presents, things that we had not seen in years began to appear. A box of sardines, which is nothing now, but at that time a box of sardines was put aside for the worst time, for the future. A candle. We had no candles for light. At the end, we discovered that matches were missing and the captain of the soldiers gave his own. Someone else brought a piece of soap—we had soap but it was like stone—but somebody brought my husband real soap. And someone brought toilet paper—not a roll, but loose, flat papers. There it was, wonderful toilet paper. It was only later, when I was able to visit my husband in the camp—it was not a concentration camp, but a Vichy detention camp—that he said to me, "Do you know what was on that paper? With a pencil, very carefully, the person who gave this toilet paper had written on it verses of the Bible, of encouragement, of love and understanding. I had a message, but I don't know from whom." My husband was a prisoner, and yet someone took the time to write him messages of love and understanding.

I remember once toward the end of June 1943, my husband was not home, and I was called by a girl, Suzanne Heim, early in the morning. She told me that the Gestapo was taking away young people from the student home. My young son, Jean-Pierre, who was 13, came to be with me for the moment



HANDOUT 2, Continued

when the students were taken, because he did not want me to be alone. My son was so upset when he saw those Gestapo beating those Jews as they were in line coming down the stairs, going into the trucks. They were beating some of those young boys and screaming. *"Schweine Juden! Schweine Juden!"* [Jewish pigs] When they left, my son was green, I would say, like a sick boy. And he said, "Mother, I am going to get revenge later. Such things cannot happen again. I am going to do something when I am grown up." And I said to him, "But you know what your father says: 'If you do such a thing, someone else is going to take revenge against you. And that is why we are never finished. We go on and on and on. We must forgive, we must forget, we must do better.'" He was silent, and we left.

During the war things were very difficult. When my husband after a few weeks did return safely from the Vichy camp, we continued our work taking care of people. After the war, I traveled in America for the Fellowship of Reconciliation. I spoke English at that time much better. I was asked lots of times to speak about these things, to say what the lesson was that we must learn from all this. Maybe later on in their lives, young people will be able to go through experiences of this kind—seeing people murdered, killed, or accused improperly; racial problems; the problem of the elimination of people, of destroying perhaps not their bodies but their energy, their existence. They will be able to think that there always have been some people in the world who tried—who will try—to give hope, to give love, to give help to those who are in need, whatever the need is. It is important, too, to know that we were a bunch of people together. This is not a handicap, but a help. If you have to fight it alone, it is more difficult. But we had the support of people we knew, of people who understood without knowing precisely all that they were doing or would be called to do. None of us thought that we were heroes. We were just people trying to do our best. When people read this story, I want them to know that I tried to open my door. I tried to tell people, "Come in, come in."

In the end, I would like to say to people, "Remember that in your life there will be lots of circumstances that will need a kind of courage, a kind of decision of your own, not about other people but about yourself." I would not say more.

Lesson 3

Racism in the United States and the Civil Rights Movement

Purpose

Through video and discussion, students learn about the civil rights movement, a significant resistance movement against the segregation of African Americans, a form of institutionalized prejudice perpetrated in the United States. Students understand its impact on both African American and white citizens, the forms resistance took, and the way it has shaped current race relations in the United States, including racially motivated hate crimes.

Student Objectives

In this lesson, students will accomplish the following:

- identify major events of the civil rights movement
- understand the impact on the victims
- identify and understand Dr. Martin Luther King, Jr.'s philosophy of nonviolent resistance
- understand the impact of the civil rights movement on race relations in the United States today
- understand the connection between the civil rights movement and the struggle for equality among other groups in America, including women, gays, Asian Americans, Native Americans, Hispanic Americans, the elderly, and the disabled

Preparation

- Copy Handouts 1 and 2 for students.
- Set up *Stand up for Justice* video.

Teacher's Instructions

Distribute Handout 1, "Vocabulary." ***Tell*** students to read over the list of vocabulary words and let you know if they have any questions about any of the words or the definitions. After students have had a few moments to read over the list, ***review*** the words with them. ***Tell*** students they may refer to the vocabulary list whenever they need to during the lesson.

Teaching Points

Before showing the video, ***explain*** to students:

- ❑ The present emphasis on the rights of victims of hate crimes in our country is not new. It has come about through a long history of struggle for individual civil rights first set forth in the Declaration of Independence but often denied to racial, ethnic, and religious minorities, women, gay men, and lesbians throughout the history of our country. The civil rights movement paved the way for current hate crime legislation and created a greater awareness of the rights guaranteed to all American citizens by the United States Constitution.

- ❑ The demand for equal rights in the United States increased after World War II, when black soldiers returned from battling the racist horrors of Nazi Germany only to find they remained victims of racism at home.

- ❑ Martin Luther King, Jr., was one of the most significant leaders of the civil rights movement. For 13 years, he led a major social revolution and inspired a significant change in awareness about racial inequalities in America for American citizens. Through Dr. King, the doctrine of nonviolence became the movement's unifying philosophy. Dr. King preached the difficult message of peaceful confrontation. "Demand your rights," he urged, "but love your enemies."

Activity One

***A Time for Justice: America's Civil Rights Movement*: Video and Discussion**

Note to Teacher

Although this film has been carefully selected so as not to be a graphic depiction of the civil rights movement, students may still react strongly to its content. Make sure to set aside time to process student reactions, enabling them to verbalize their emotional reactions to the video if they choose to.

Distribute Handout 2, "Major Events of the Civil Rights Movement: Timeline." ***Instruct*** them to consult their timeline as they watch *A Time for Justice*, which will illustrate several of these events. ***Show*** the *A Time for Justice* video (25 minutes). ***Facilitate*** a class discussion. ***Introduce*** the discussion with this quote from the United States Declaration of Independence:

> *We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their powers from the consent of the governed. That whenever any form of government becomes destructive of these ends...when a long train of abuses and usurpations...evinces a design to reduce men under absolute despotism, it is their right, it is their duty, to throw off such government, and to provide new guards for their future security.*
>
> The Declaration of Independence
> July 4, 1776

Pose the following questions to the class:

- *Why does Dr. Martin Luther King, Jr., say the Declaration of Independence is wrong? How is it wrong?*
- *What did the KKK's bombing of the church, which killed four innocent girls, and the Mississippi event in which the remains of nameless black people were found in local waters, show to the nation?*
- *Which groups of people could be considered the aggressors, victims, and bystanders in the film? How did they carry out their roles, and how did they influence one another?*

- *What did this nonviolent resistance movement accomplish? (Some responses are: President Johnson passed the Voting Rights Act; desegregation legislation; greater awareness.)*

- *How have the accomplishments or failures of the civil rights movement shaped the current state of racial relations in this country?*

- *Who are some of the other groups currently struggling for equality in our country, and how has the civil rights movement influenced them?*

Teaching Points

Conclude and ***summarize*** this lesson, touching on the following points:

- ❑ The civil rights movement was mostly a movement of nonviolent resistance and had an enormous amount of support from American citizens who had never before been politically involved. It helped to inspire the women's rights movement, the gay rights movement, and the victim rights movement, and encouraged other disadvantaged groups to organize and speak out against injustice.

- ❑ Although the civil rights movement helped reduce discrimination, many of the promises of the civil rights movement have not yet come true. Today, segregation by race and ethnicity still sharply divides America's cities; housing and schools are an example. The separation of races and classes is much greater than it was in the 1960s, and the level of poverty, joblessness, and educational inequality is more severe (*20 Years Later: The Kerner Commission Report* (Washington D.C.: U.S. House of Judicial Commission, 1990).)

HANDOUT 1

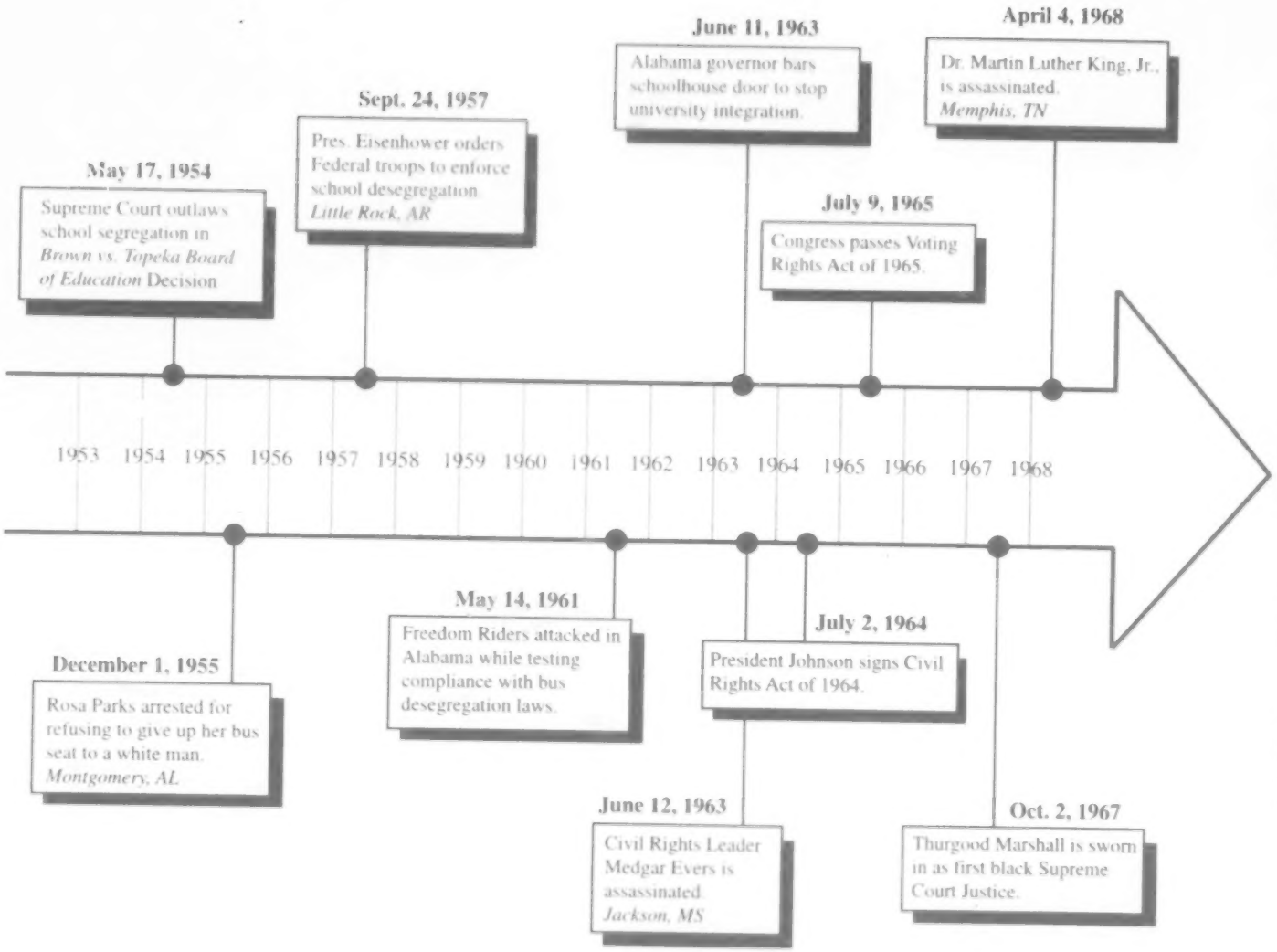
ABCDEFG

VOCABULARY

Civil Rights	Rights that the government must protect, including the rights to life, liberty, and the pursuit of happiness.
Civil Rights Movement	A nonviolent movement in the United States to make sure that the civil rights of all citizens, including African Americans, are protected by the government.
Segregation	The separation or isolation of a race, class, or ethnic group. When segregated, different groups live in only certain areas, have separate schools, do not mix socially, and are separated in other discriminatory ways.
Integration	Different groups coming together as equals in society.
Nonviolent Resistance	Resisting policies or ideas with which you disagree without using violence.
Racism	Prejudice based on a person's racial heritage.

HANDOUT 2

MAJOR EVENTS OF THE CIVIL RIGHTS MOVEMENT: TIMELINE


May 17, 1954
Supreme Court outlaws school segregation in *Brown vs. Topeka Board of Education* Decision
Sept. 24, 1957
Pres. Eisenhower orders Federal troops to enforce school desegregation. *Little Rock, AR*
June 11, 1963
Alabama governor bars schoolhouse door to stop university integration.
July 9, 1965
Congress passes Voting Rights Act of 1965.
April 4, 1968
Dr. Martin Luther King, Jr., is assassinated. *Memphis, TN*
1953 1954 1955 1956 1957 1958 1959 1960 1961 1962 1963 1964 1965 1966 1967 1968
December 1, 1955
Rosa Parks arrested for refusing to give up her bus seat to a white man. *Montgomery, AL*
May 14, 1961
Freedom Riders attacked in Alabama while testing compliance with bus desegregation laws.
July 2, 1964
President Johnson signs Civil Rights Act of 1964.
June 12, 1963
Civil Rights Leader Medgar Evers is assassinated. *Jackson, MS*
Oct. 2, 1967
Thurgood Marshall is sworn in as first black Supreme Court Justice.

Institutionalized Prejudice, Resistance, and the Role of Aggressors, Victims, and Bystanders: A Role Play, Part One

Purpose

Through reviewing the various methods and behaviors of aggressors, victims, and bystanders during episodes of institutionalized prejudice and later performing a role play that utilizes those methods, students gain a deep understanding of (1) how conflicts based on prejudices occur and are developed and maintained; (2) how, as in individual conflicts, the roles of aggressors, victims, and bystanders play a part in either maintaining, preventing, or reducing intergroup conflict; and (3) how the various individuals and groups involved are affected physically, mentally, and emotionally in cases of institutionalized prejudice.

Student Objectives

In this lesson, students will accomplish the following:

- identify methods that social systems, whole societies, and individual aggressors use to discriminate against and oppress particular groups of people
- identify and understand methods that victimized groups use to resist racism and discrimination
- identify and understand typical responses of bystanders in cases of racism and institutionalized prejudice

Preparation

- Copy Handouts 1 and 2 for students.
- Prepare a flip chart that has several sheets.

Activity One

Review of Methods of Racism and Other Forms of Institutionalized Prejudice and Methods of Resistance

- ***Distribute*** Handout 1, "Vocabulary." While ***discussing*** the following activity with the students, ***refer*** them to their handout and ***explain*** the definitions of the words in bold.

- ***Write*** the categories listed in the next entry on a flip chart.

- ***Briefly explain*** any categories the students are unfamiliar with or confused about. ***Ask*** students to think back on Lessons 1 and 2 in this section and brainstorm specific methods aggressors utilize to oppress targeted groups. ***Place*** the students' ideas under the major category to which they correspond:

  Major Kinds of **Aggressor** Methods

  - propaganda
  - access
  - physical and verbal threats and actions (violence)
  - legislation
  - education
  - scapegoating
  - physical separation (segregation)

  Examples of student responses may include:

  - TV, film, and print journalism demonizing the targeted group (*propaganda*)
  - schools, housing, jobs, or any other social, economic, psychological resources that the dominant group has access to (*access*)
  - killings, threats, verbal harassment (*physical and verbal threats and actions [violence]*)
  - laws upholding discrimination (*legislation*)
  - family, school, and community teachings (*education*)

- blaming broad societal problems on targeted groups (*scapegoating*)
- separating targeted groups in terms of where they can live, what schools they go to, etc. (*separation/segregation*)

☐ ***Add*** any methods that have not been listed by the class. ***Tear*** off the flip chart sheet and ***tape*** it on a wall so that it is clearly visible to students.

Note to Teacher
The flip chart sheets should be posted so that they are clearly visible to students, because they will be used as guides during the next activity, in which students are introduced to an interactive role play of a fictionalized case of institutional prejudice.

☐ ***Write*** the following categories of methods of victims/resistors on a flip chart. ***Briefly explain*** any categories the students are unfamiliar with or confused about. ***Ask*** students now to think back on Lessons 1 and 2 in this section and brainstorm specific methods victims utilize to resist oppression.

☐ ***Write*** their ideas on a flip chart, grouping them into the following major categories:

Major Kinds of **Resistor/Victim** Methods

- coalition building
- channeling negative emotion such as anger or rage into positive action
- creation of hope for the future
- education
- preservation of cultural identity
- survival
- legislation
- utilization of the media
- nonviolent resistance (sit-ins, marches, protests)
- violent resistance (uprisings, riots)

Examples of student responses may include:

- forming groups to fight discrimination (*coalition building*)
- passionately speaking out against hate and discrimination (*marshalling emotions*)
- making plans for the future (*creation of hope*)
- family and community teachings (*education*)
- maintaining group connectedness and cultural practices (*preservation of cultural identity*)
- escaping persecution (*survival*)
- working to change laws or create new ones (*legislation*)
- media public service announcements (PSAs), books, articles, etc. (*utilization of the media*)
- organizing and participating in marches, protests, etc. (*nonviolent resistance*)
- planning and participating in uprisings, riots (*violent resistance*)

☐ ***Add*** any methods that have not been listed by the class. ***Tear*** off the flip chart sheet and ***tape*** it on a wall so that it is clearly visible to students.

☐ ***Write*** the following categories of methods of bystanders on a flip chart. ***Briefly explain*** any categories the students are unfamiliar with or confused about. For the final time, ***ask*** students to think back on Lessons 1 and 2 in this section and brainstorm specific ways ***bystanders*** respond to institutionalized prejudice and discrimination.

☐ ***Write*** their ideas on a flip chart, grouping them into the following major categories:

Major Kinds of **Bystander** Methods

- survival/escape
- attempts to remain uninvolved
- denial of discrimination
- expressing feelings of anger or sadness because of the actions of aggressors

- identifying with aggressors and utilizing similar methods
- attempts to use the system to eliminate oppression
- joining forces with resistors and working with them to obtain justice

Examples of students responses may include:

- leaving a particular country or hiding (*survival and escape*)
- continuing their life as if nothing is changed (*attempt to remain uninvolved*)
- denying the existence of discrimination or making excuses for perpetrators' behavior (*denial or rationalization of discrimination*)
- venting feelings of anger toward perpetrators (*experience feelings of anger toward aggressors*)
- reporting victims to authorities (*identify with aggressors*)
- participating in resistance marches/demonstrations (*join forces with resistors*)

☐ ***Add*** any methods that have not been listed by the class. ***Tear*** off the flip chart sheet and ***tape*** it on a wall so that it is clearly visible to students.

Activity Two

Introduction to Aggressors, Victims, and Bystanders in Institutionalized Prejudice: A Role Play

☐ ***Tell*** students they will have the opportunity to "act out" some of their responses in a role play of a fictitious case of institutionalized prejudice during the next lesson.

☐ ***Distribute*** Handout 2, "Brownland." ***Explain*** to students that this case presents a scenario of institutionalized prejudice to show what happens when individual prejudices are upheld, maintained, and reinforced by society.

Teaching Point

Explain to students:

- ❑ Prejudiced and racist behavior hurts the *in-group* aggressors as well as the *out-group* victims. Individuals that commit racist acts hurt others and learn nothing of the targeted out-group's history, culture, and contributions to society.

Note to Teacher

Review *the definition and ground rules for role plays with the class.*

Role playing is a method of acting out an imaginary but real-life situation. The situation is described to the role players, who then act the roles according to how they think it would feel to be in that situation. Experience with similar situations is not necessary. The objectives of a role play are to enable students to accomplish the following:

- *put themselves in other people's shoes so they can try to understand the thoughts and feelings the situation brings up for those people*
- *try out new ways of behaving to see if they bring the intended results, or to see how the behaviors actually feel*
- *learn how others react to various attitudes and behaviors*
- *take risks with new ways of behaving in a safe situation, without fear of failure or negative consequences*

- ❑ After students have had a chance to read the handout, ***divide*** the class into two groups. ***Tell*** the groups that they will have a chance to present a 10-minute role play involving the case described in their handout during the next lesson.

- ❑ ***Explain*** to the class that both groups should prepare their role play during *this* class time. ***Ask*** students in each group to read through the case and volunteer to role-play one of the following four groups: (1) aggressors; (2) victims/resistors; (3) bystanders group A; and (4) bystanders group B, as described in the case. ***Encourage*** them to create a more realistic role play by having a greater number of students playing the roles of bystanders A and B than aggressors or victims in their group. ***Instruct*** students to refer to the ideas hanging on the wall from the last lesson for suggestions of the types of activities they can use in creating their role play. ***Tell*** students they may think of other ideas to use, as well.

- ***Tell*** students they will have the next 20 minutes of this lesson and 5 additional minutes at the beginning of the next lesson to prepare their role play. They may choose to act out any of the methods and responses they have brainstormed in the previous activity, except any methods of physical violence. ***Remind*** them that they must follow the guidelines for their particular group outlined in the handout. Whether they are aggressors, victims, or bystanders, they may *not* use physical violence as a method in their role play.

- ***Tell*** students that their role play must be appropriately realistic according to the idea of the fictitious case presented in the handout. For example, since the group representing the victims in the fictitious case is portrayed as being technologically unsophisticated, it would be unrealistic to have this group creating complicated technologies to resist the aggressors.

- ***Ask*** students to demonstrate in their role play intergroup conflicts between aggressors and resistors, as well as the personal and group conflicts faced by the bystanders.

Note to Teacher

Walk around the room as the students are rehearsing and provide "side coaching" *as needed when students are rehearsing their role plays. Side coaching is a method for instructing students while they are acting, so as not to disturb the action. To side-coach effectively, you should instruct students in a quiet, monotone voice, whenever it is needed. Situations in which side coaching may be helpful include those times when (1) actors are "stuck" for something to say or do; (2) actors seem to be slipping into stereotyped portrayals; or (3) actors are blatantly stereotyping, or ridiculing the action in some way (in this case, you should definitely provide side coaching and in these instances the side coaching should be done in a louder and firmer voice).*

The following are examples of side-coaching remarks:

Spoken in a soft monotone voice (anytime an actor in a role play appears to be "stuck," has lost his or her focus, etc.):

"Think, what would he/she (their character) say to that?"
"How is he/she (their character) feeling now?"
"Watch your stereotyping."
"Let the other actor say something now."

Spoken in a firmer, louder voice (in cases of blatant stereotyping or when the role play has gotten out of hand):

"Stay in character."
"Would he/she really do/say that?"
"Stop the action now, we need to regroup."

Occasionally, a student may "act out" blatant and harmful stereotypes. In this case, stop the role play, and process what has taken place with all the students. Allow students to verbalize their feelings, but be firm in maintaining a safe, tolerant classroom environment. You may want to ask the student(s) perpetrating such stereotypes how they would feel, if their race/ethnicity/culture was portrayed in a similar way. Review the definitions for stereotypes and characters, as well as the guidelines for role plays.

HANDOUT 1

ABCDEFG

VOCABULARY

Aggressor (review)	Someone who commits harmful acts or gestures against another person or persons which have a physical, emotional, or psychological impact on the targeted person(s).
Victim (review)	A person who is harmed or killed by another person, group of people, condition, or system.
Bystander (review)	A person who is present to witness an event but does not take part in it; a spectator.
Resistance (review)	Action against the ideas, policies, laws, or actions of the government taken by individuals or groups.
Assimilation	To take on the cultural traditions of a majority population or group.
Propaganda (review)	Spreading information or rumors to help one's cause or to hurt an opposing cause. Propaganda is often based on lies or information that has been exaggerated.
Scapegoating (review)	Blaming people or groups of people for something that is not their fault.

HANDOUT 2

BROWNLAND

Imagine a small country called Brownland with a government very similar to the United States. The government includes the executive branch (President), the legislative branch (House of Representatives and Senate), and the judicial branch (Supreme Court). For centuries, about 65 percent of the population of Brownland has been made up of "Brownings," who are people with brown eyes. Brownings share a common language, religion, and traditions. They are known for their technological advances, including their use of media. Brownland has had an open door policy, allowing people from other countries to immigrate and become Brownland citizens.

Lately a minority group of about 10 percent of the population, the "Bluesinians," has been growing rapidly. Besides having blue eyes, the Bluesinians have a different language, customs, and traditions. Although as a group, Bluesinians tend to have less technological training than the Brownings, they have excellent communication skills. They are also known for their contributions in art and literature, and their excellent diplomatic skills. Although there are still few Bluesinians in Brownland government, they have recently begun to increase their numbers in Brownland politics and government. Although there has always been some tension between the Brownings and the Bluesinians, it has gotten much stronger.

The rest of the Brownland population (25 percent) are known as the "Otherlings" and can be identified by their green, hazel, or black eyes. In general, the Otherlings have found it easy to fit into Brownland society. Otherlings have adopted the language, religion, and most of the cultural traditions of the Brownings. While some Otherlings resent losing unique aspects of their own culture, most are content with the way things are. Most feel fortunate that they do not have to deal with the same struggles and tensions the Bluesinians face.

Recently, Brownland has begun to lose its competitive edge in the field of technology. Unemployment has increased from 5 to 15 percent in five years and homelessness has become a major problem. For the first time in its history, Brownland has a major crime problem. In addition to these problems, Brownland is fighting a losing battle with a neighboring country. The war effort is taking the national resources and the lives of Brownland citizens of all backgrounds.

FOR THE AGGRESSORS

You represent a small but growing group of Brownings who call themselves the "Brownheads." Your group includes some government officials, legislators, judges, law enforcement agents, and other Browning citizens. You feel that many, if not all, of Brownland's problems stem from the growing population of Bluesinians. Your group thinks Bluesinians have not kept up with technological advances. You and other Brownheads think Bluesinians focus too much on their religion, customs, and traditions and don't spend enough time at work or in school to become productive citizens. Secretly, you believe that the diplomatic skills of the Bluesinians are really just a way to blind others to their

HANDOUT 2, Continued

lack of technological skills, but may enable them to take over Brownland's entire political system. Your group—the Brownheads—wants the Bluesinians out of Brownland and you are willing to do everything in your power to accomplish this goal.

WHAT DO YOU DO?

FOR THE VICTIMS/RESISTORS

As Bluesinians, you feel the increase in tensions between your group and the Brownings. Some of you have lost jobs and have been discriminated against in housing and education. However, your people have lived in Brownland for centuries (many of you can trace family who have lived in Brownland for generations), and you believe Brownland offers you many opportunities you wouldn't have in other countries. You are especially happy that more Bluesinians are getting elected to important positions. Most importantly, this is your home and you want to stay. But you also know that a small but growing group of Brownings, called Brownheads, want the Bluesinans out of Brownland and are willing to do anything to get you out. You want to want to fight against acts that you feel are racist and discriminatory, so that you can have your full rights as Brownland citizens.

WHAT DO YOU DO?

FOR THE BYSTANDERS

Bystander Group A

Your group of Otherlings (Bystander Group A) are not convinced that all of the problems of Brownland come from the Bluesinians, although it is sometimes easy to blame the bad state of your country on them. You also realize that the Brownheads could have easily placed the blame on your group instead of the Bluesinians. You know that the democratic processes and institutions Brownland was founded on and has maintained for centuries have helped Otherlings to fit in and become respected members of its society. You do not like the undemocratic actions of the Brownheads. You believe their ideas and action are unfair and are not good for your country.

WHAT DO YOU DO?

Bystander Group B

Your group, Bystander Group B, is made up of *both* Brownings and Otherlings. Although you don't approve of the Brownheads' actions, you think they may be right about the problems your country is facing. You fear Bluesinians are taking your jobs and gaining too much power in the government. You also fear that the Brownheads may turn against *you*, if you do not help them get the Bluesinians out of your country.

WHAT DO YOU DO?

Lesson 5

Institutionalized Prejudice, Resistance, and the Role of Aggressors, Victims, and Bystanders: A Role Play, Part Two

Purpose

Through performing a role play that utilizes the methods of aggressors, victims, and bystanders, students gain a deep understanding of (1) how such conflicts based on prejudices occur and are developed and maintained; (2) how, as in individual conflicts, the roles of aggressors, victims, and bystanders play a part in either maintaining, preventing, or reducing conflict; and (3) how the various individuals and groups involved are affected emotionally in cases of institutionalized prejudice.

Student Objectives

In this lesson, students will accomplish the following:

- role-play aggressors, victims, and bystanders in a fictitious case of institutionalized prejudice
- identify and understand how the various roles operate in cases of institutionalized prejudice
- understand the effectiveness and the societal consequences of different forms of resistance
- have a better understanding of some of the emotional responses people have in episodes of institutionalized prejudice

Activity One

Role Play of Racism and Societal Prejudice

- ***Tell*** students to return to their role-play group so that they may rehearse their role play for 5 minutes.

- ***Instruct*** each group to present their 10-minute role play to the class. ***Provide*** *side coaching,* if needed. ***Thank*** each group for their performance.

  Note to Teacher
  Before discussing this or any other role play with the class, instruct the class on how to give appropriate feedback. It is also very important that you, as the teacher, follow these guidelines and model good feedback.

  Tell *students that when discussing others' performances, they should:*

  - *Talk about the behavior or the action presented, not the person. For example, instead of saying, "There's no way your character would speak like that. You didn't sound like a real person when you said that," say "I don't think the person in this instance would have said those words [specify words]."*
  - *Be specific with their comments. Tell students exactly what they were doing that you thought was particularly effective or ineffective. For example, instead of saying "That was good," say, "It made it real for me when you did that [specify words or action]."*
  - *Emphasize what was done well, before making comments about what you think could use improvement.*
  - *Make suggestions and provide alternative choices, rather than giving directions or just criticizing.*

- ***Debrief*** the role plays with the students using the following questions:

  - *What methods did the aggressors use to oppress their victims? What methods did the resistors use to resist the oppression?*
    - *in group 1?*
    - *in group 2?*

205

- *Based on what you know about institutionalized prejudice, were the methods of the aggressors, victims, and bystander groups realistic (could they happen in the real world)?*
  - *in group 1?*
  - *in group 2?*

- *What role did the groups of bystanders A and B play in the skit? Did you notice any change in the actions or attitudes of the bystanders toward the aggressors or resistors as the skit progressed?*
  - *in group 1?*
  - *in group 2?*

- *Which group was victorious in the skit—the aggressors or the resistors? If the skit ended without a decisive victory for either side, why do you think this happened?*
  - *in group 1?*
  - *in group 2?*

- *How did group 1's role play differ from the role play presented by group 2? How was it similar? What do you think accounts for the similarities and differences?*

- *What personal lessons did you learn about institutionalized prejudice from creating and performing this role play?*

NOTES

UNIT 9

Acting Together for Change

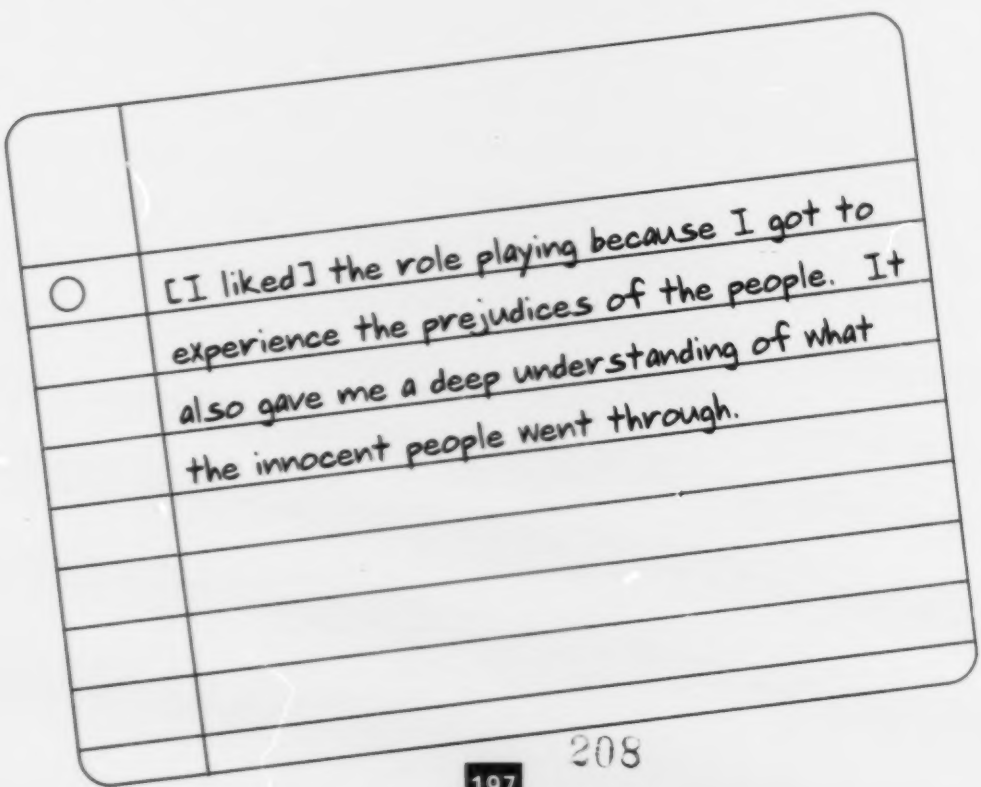
A Dramatic Presentation on Hate Crime

Introductory Lesson: Who, What, Where? Hate Crime in a Brown Bag: A Role Play

Lesson 1: Dramatic Presentation: Developing a Hate Crime Skit

Lesson 2: Dramatic Presentation: Performing Your Skit

* To the Teacher: Lessons 1 and 2 are core lessons for this unit. We recommend that you use the Introductory Lesson, "Who, What, Where? Hate Crime in a Brown Bag," *before* Lessons 1 and 2, if time permits.


[I liked] the role playing because I got to
experience the prejudices of the people. It
also gave me a deep understanding of what
the innocent people went through.

Introductory Lesson

Who, What, Where? Hate Crime in a Brown Bag: A Role Play

Purpose

By developing characters and role-playing scenarios of hate crimes, hate incidents, and incidents of intolerance, students gain an understanding of the feelings, words, and behaviors involved in hate crimes and incidents.

Student Objectives

In this lesson, students will accomplish the following:

- role-play improvised hate crimes, hate incidents, acts of discrimination, or incidents of intolerance in a dramatic workshop setting
- identify whether an act is a hate crime, hate incident, act of discrimination, or incident of intolerance
- have a better understanding of the impact of such incidents on the victims of these crimes

Preparation

- Gather index cards, brown lunch bags, and magic markers.
- Prepare the situation cards.

Teaching Point

Convey the following point to students as an overview of the lesson:

- It is often difficult to relate to the feelings experienced by victims of hate crimes or incidents, particularly if we have not experienced such crimes or incidents directly. Role-playing hate crime scenarios enables us, in a safe environment, to gain a better understanding of the impact of hate crime on victims.

Activity One

Character Development Warm-Up

- ***Divide*** the class into groups of three. ***Pass*** around the brown bag containing the various hate crime, hate incident, or intolerance situations. Each card will contain a description of *who* (three characters—briefly described), *what* (what the incident is—the action of the situation), *where* (where the incident has taken, or is taking, place), *when* (when the incident occurs), and *how* (how the aggressors acted and how the victims and bystanders responded). ***Ask*** one member of each group to select a card and read the situation aloud to the other members of the group. ***Tell*** students that each group will have the opportunity to present a three-minute role play of the situation during the next activity.

- ***Tell*** the groups that one of the three characters presented in the situations will be assigned to each member of their group. Each group member will have a chance to speak as their character during this activity for one minute as an introduction to the role play. ***Assign*** characters as written on the situation cards to students in each of the groups. ***Tell*** students they will take turns creating and introducing their character to the group. ***Instruct*** them to speak in their character's voice to the group for approximately two minutes, providing the group with their character's (1) name; (2) age; (3) occupation; (4) family/relationship; and (5) any other details about their character's life that they would like to pass on to the group.

- ***Tell*** students that they are to create the character from the clues given in the situation and they must speak *as if* they were the character. ***Explain*** to students that the situation cards will provide them with some clues about their character—his or her race, ethnicity, etc., but that they should supply any additional information from their own imagination, in essence "creating" their character, just as professional actors and writers do. ***Review*** the definition of **stereotype** with students, and ***remind*** them to avoid portraying their character as a stereotype, and instead, attempt to portray them as a "real-life" person.

Activity Two

Who, What, Where? Hate Crime in a Brown Bag: A Role Play

Purpose of the Activity: *Role playing scenarios of hate crimes, hate incidents, acts of discrimination, and incidents of intolerance enables students to gain a more direct understanding of the feelings, words, and behaviors involved in such crime and incidents. Improvised role play hones students' dramatic skills and encourages greater freedom of expression.*

Teaching Point

Understandably, students may be uncomfortable role-playing a hate crime or incident. ***Explain*** to students that this discomfort actually mirrors the even greater discomfort many people feel when faced with these situations in real life. Exploring the source of their discomfort and freely expressing it can help students become more comfortable discussing these problems and may help them to generate more strategies for overcoming them. ***Explain*** to students that they may find it difficult to role-play someone very different from themselves. Exploring this difficulty can be an effective way to breakdown stereotypes and prejudices.

Note to Teacher

Review *the definition of and ground rules for role plays with the class.*

Role playing is a method of acting out an imaginary but real-life situation. The situation is described to the role players, who then act the roles according to how they think it would feel to be in that situation. Experience with similar situations is not necessary. The objectives of a role play are to enable students to accomplish the following:

- *put themselves in other people's shoes so they can try to understand the thoughts and feelings the situation brings up for those people*
- *try out new ways of behaving to see if they bring the intended results, or to see how the behaviors actually feel*
- *learn how others react to various attitudes and behaviors*
- *take risks with new ways of behaving in a safe situation, without fear of failure or negative consequences*

Instruct the class to remain in their groups from the previous activity. ***Tell*** the students that each group will now have the opportunity to present a three-minute role play based on the situation written on the index cards provided to them and on the characters they have developed. ***Tell*** students to use the situations on their cards as a guide or starting-off point, and add elements, words, and actions to the situation to make it more real and/or interesting. ***Instruct*** them to improvise the actions and reactions of each person to the particular incident, and how the incident ends—positively, negatively, or neutrally. ***Remind*** students that the role play must be contained within the three-minute time period.

Note to Teacher

Provide "side coaching" *as needed when students are conducting their role plays. Side coaching is a method for instructing students while they are acting, so as not to disturb the action. To side-coach effectively, you should stand on one side of the room, so that you are clearly visible to the student actors. Provide instruction to students in a quiet, monotone voice, whenever it is needed. Situations in which side coaching may be helpful include those times when (1) actors are "stuck" for something to say or do; (2) actors seem to be slipping into stereotyped portrayals; or (3) actors are blatantly stereotyping or ridiculing the action in some way (in this case, you should definitely provide side coaching, and in these instances the side coaching should be done in a louder and firmer voice).*

The following are examples of side-coaching remarks:

Spoken in a soft monotone voice (anytime an actor in a role play appears to be "stuck," has lost his or her focus, etc.):

"Think, what would he/she (their character) say to that?"
"How is he/she (their character) feeling now?"
"Watch your stereotyping."
"Let the other actor say something now."

Spoken in a firmer, louder voice (in cases of blatant stereotyping or when the role play has gotten out of hand):

"Stay in character."
"Would he/she really do/say that?"
"Stop the action now; we need to regroup."

Occasionally, a student may "act out" a blatant and harmful stereotype. In this case, stop the role play and debrief what has taken place with all the students. Allow students to verbalize their feelings, but be firm in maintaining a safe, tolerant classroom environment. You may want to ask the student(s) perpetrating such stereotypes how they would feel if their race/ethnicity/culture was portrayed in a similar way. Review the definitions for stereotypes and characters, as well as the guidelines for role plays.

- ☐ ***Ask*** each group to present their role play to the class. ***Thank*** each group for their performance.

- ☐ After each group has presented its role play, ***pose*** the following questions to the group:

  - *Was this an instance of a hate crime, hate incident, act of discrimination, or incident of intolerance? Why?*
  - *Who were the aggressor, victim, and bystander in this role play?*
  - *Were you able to identify the aggressor's motive during the role play?*
  - *What was the impact on the victim in this role play?*
  - *What do you think the aggressor, victim, and bystander were thinking and feeling after the incident? What do you think was likely to happen after the incident?*
  - *What prior history might be important to know to assist this victim in real life?*
  - *If the incident occurred in real life, how would you like to see the bystander respond? What would you like to see happen to the aggressor? The victim?*

SITUATION CARDS

BROWN BAG SITUATIONS

During school, Jake, a popular 12th-grade star soccer player, asks Amanda, a fellow classmate, if she will go to a movie with him that evening. Amanda tells him that she is going out with her girlfriends that night. Unused to getting turned down, Jake becomes angry. "You're a real bitch," he yells at Amanda. Amanda is angry and frightened by Jake's outburst. She runs down the hallway. Jake's friend, Billy, has witnessed the incident. He feels Jake is wrong but is afraid he might jeopardize his friendship with Jake if he speaks to him about it. Later, Billy passes Amanda in the hallway. He tries to apologize for Jake's behavior, but she cuts him off and refuses to speak with him.

The Andersons, an African American family, have moved into a predominantly white neighborhood. A few nights after moving into their new home, all the windows in their house are broken. Mr. Anderson contacts the police. A police officer arrives at the Anderson house and informs Mr. Anderson he will fill out a report. He then tells Mr. Anderson not to worry about the incident, since he believes it is just a case of random vandalism. Mr. Anderson is hurt and angry about both the incident and the police officer's insensitive remarks. Worse, he now feels he is unable to protect his family from harm. After the police officer leaves the house, Mr. Anderson explains the event to his neighbor, Ginny Davis, a white woman. She tells him how sorry she is and asks him what she can do to help.

Claire Reynolds, a fifty-five-year-old woman, is interviewing for a senior programming position in a computer company. Claire has over 10 years' experience as a programmer and is well qualified for the job. The interviewer, Ted Jones, tells Claire that although he feels she has good qualifications for the job, she would probably not like the pace of the office or the general environment. Although Ted Jones does not say so, Claire has noticed that most of the employees are under the age of 35. After leaving his office, Claire explains the situation to her friend, Margo. Margo tells Claire she believes she has been a victim of age discrimination and should report the incident to the authorities. Claire thinks about what her next steps should be.

SITUATION CARDS, Continued

Benjamin, a tenth grader, is walking home from school. David, a high-school senior, and Rob, a freshman, approach him. David turns to Rob and says, "Let's get this faggot." Rob doesn't want to start something with Benjamin for no reason. David is angered by Rob's hesitation. "What, are you one, too?" he jeers at Rob. Rob shoves Benjamin. Benjamin tells them to leave him alone and runs away. David and Rob walk away silently.

Hannah, a 12th-grade student, wants to go to the senior school dance with her good friend Jorge, but is afraid to ask him because she uses a wheelchair. When Hannah gets up her courage to ask him, Jorge looks extremely uncomfortable and mumbles that he is going to be busy that night and quickly walks down the hallway. Hannah knows that he had been looking forward to the dance, as well. Later, Hannah's friend, Sylvie, talks to Jorge in private about the incident. He tells her that he feels ashamed by his behavior and agrees to talk to Hannah about it and to see if her invitation is still open. Jorge tells Hannah that he is sorry for his reaction and asks if she would still like to go to the dance with him. Hannah is reluctant at first, but then agrees.

Lesson 1

Dramatic Presentation: Developing a Hate Crime Skit

Purpose

Students develop a deeper understanding of the cognitive and emotional aspects of hate crime by creating and rehearsing a skit on a hate crime, hate incident, or incident of intolerance. In addition, having students utilize their diverse talents and skills for a common goal (the skit) helps break down long-held prejudices and stereotypes.

Student Objectives

In this lesson, students will accomplish the following:

- write a script and rehearse a skit depicting a hate crime or incident
- work with a diverse group of people toward a common goal

Preparation

- Copy Handouts 1, 2, and 3 for students.

Teacher's Instructions

VOCABULARY

Distribute Handout 1, "Vocabulary." ***Tell*** students to read over the list of vocabulary words and let you know if they have any questions about any of the words or the definitions listed. After students have had a few moments to read over the list, ***review*** the words with them. ***Tell*** students they may refer to the vocabulary list whenever they need to during the lesson.

Teaching Point

Convey the following point to students as an overview for the lesson:

- ❑ Working collaboratively on a creative project enables us to recognize and appreciate our diverse strengths and talents.

Activity One

Getting Started: Creating a Skit and Rehearsing

Tell students that they will now have the opportunity to draw on their improvisations from the last lesson to create and perform their own skit. ***Divide*** the class into three groups. ***Tell*** the groups that their task is to develop a skit on a hate crime, hate incident, or incident of intolerance that they would like to perform. ***Tell*** students that they will have 35 minutes to conceptualize their skit, develop a brief script, and rehearse. During the next lesson they will have the chance to perform their skit. ***Remind*** students that each performance should be no longer than 5 minutes.

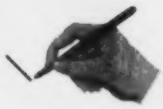
Provide each group with Handout 2, "First Lines of a Potential Script." ***Tell*** students that they can use one of these lines as a starting point or create the script entirely on their own. ***Remind*** students that they may also want to expand on the improvisation they created in Lesson 1 of this unit. ***Provide*** students with Handout 3, "Planning Steps for Skit Development," and ***instruct*** them to follow the steps and guidelines for skit development listed on the handout.

Tell students that after the group has developed its skit and written the script, they should spend time practicing it before performing it during the next lesson. ***Remind*** students that they may want to use simple set pieces, such as desks, chairs, any available articles of clothing, or other props, but they should try not to be too elaborate with costumes or props.

HANDOUT 1

VOCABULARY

Conflict (review)	A state of open fighting; a state of disagreement.
Dialogue	A conversation between two or more people.
Improvise	To invent, compose, or recite without preparation.
Improvisation	The act of improvising.
Script	The text of a play, broadcast, or motion picture.



HANDOUT 2

FIRST LINES OF A POTENTIAL SCRIPT

1. "No daughter of mine will date one of them!"
2. "Frank is in the hospital; they beat him with a baseball bat."
3. "Look who just moved in."
4. "All gays should die!"
5. "They destroyed the mosque!"
6. "Why do they have to pick on me?"
7. "This is not how it's supposed to be in America."
8. "Don't whites have any rights?"
9. "I can't tell my friends I was attacked."
10. "Who's gonna try to stop me?"
11. "Diane, we saw you kissing another girl."
12. "I'm scared to go back to that school."
13. "What can we do to stop this?"
14. "I can't believe they burned another church down to the ground."
15. "My disability means that my peers think I am ugly."

HANDOUT 3

PLANNING STEPS FOR SKIT DEVELOPMENT

1. Brainstorm a concept or general idea for the five-minute skit. Keep it simple. Make sure the idea includes a central conflict.

2. Answer the questions *who*, *what*, *where*, *when*, and *how* to flesh out your concept.

3. Create realistic characters. Involve your entire group as participants, playing either aggressors, victims, or bystanders in the skit.

4. Once basic characters have been selected, have each actor very briefly introduce their character, providing general background information similar to the activity in Lesson 1 of this unit.

5. Decide whether the central conflict will be resolved in a positive manner, whether it will remain unresolved, or whether it will lead to an escalation of the conflict in your skit.

6. Develop a loosely structured script that leaves room for actors to improvise and does not need to be memorized. However, the major themes, ideas, and feelings that actors need to relate to the audience should be agreed upon beforehand.

7. Rehearse your skit. Encourage actors to try different ways of relating the same action, information, and emotion to the audience in order to keep the skit fresh and to identify what works best.

GUIDELINES FOR SKIT DEVELOPMENT

The skit you develop should have the following qualities:

- be an accurate and interesting portrayal of any type of hate crime or incident such as vandalism, physical assault, hate speech, and threats of physical harm
- should follow all the rules of role play outlined in previous lessons
- have realistic characters and dialogue (the people in the skit sound real and come alive on the paper)
- have an effective ending (the ending of the skit does not have to be positive, but it should be realistic, interesting, and satisfying to an audience)
- be instructive (the audience should learn something about hate crimes, hate incidents, or incidents of intolerance from this skit [e.g., how it feels for the victims, motives of perpetrators, ways to assist victims, etc.])

Lesson 2 Dramatic Presentation: Performing Your Skit

Purpose

By performing their skits of hate crimes, hate incidents, and incidents of intolerance, students gain an in-depth understanding of the feelings, words, behaviors, and victim impact involved in such incidents.

Student Objectives

In this lesson, students will accomplish the following:

- role-play improvised hate crimes or hate incidents in a dramatic workshop setting
- have a better understanding of the impact of hate crimes and incidents on the victims of such crimes

Activity One

40 min.

Performing Your Skit

Select the first group to perform its skit. ***Tell*** the class to watch the skits attentively and respectfully. ***Provide*** side-coaching where necessary. ***Thank*** the group for their performance and ***ask*** the class questions based on the guidelines for developing their skits:

- *Did the group present an accurate and interesting portrayal of a hate crime, hate incident, or incident of intolerance?*
- *Did their skit have realistic characters and dialogue? (Did the characters in the skit sound real and come alive in the performance?)*
- *Did the skit have an effective ending? (The ending of the skit should be realistic, interesting, and satisfying to an audience.)*
- *Was the skit instructive? (What did you learn from watching this skit?)*

Continue in this manner until all groups have had an opportunity to perform their skit. ***Thank*** students for their dramatic presentations. ***Ask*** the following question:

- *What were the similarities in each of the incidents presented, and what were their differences?*

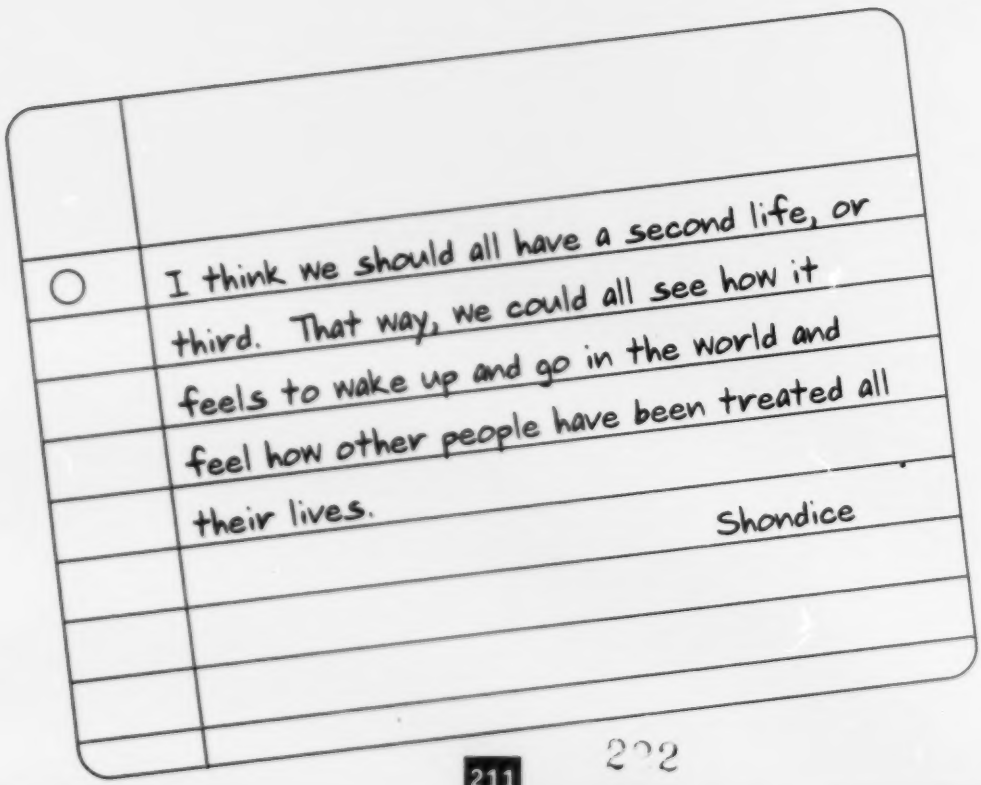
221

UNIT 10

What We Did

Sharing Our Community Project

Lesson 1: **Presenting Our Projects**


I think we should all have a second life, or
third. That way, we could all see how it
feels to wake up and go in the world and
feel how other people have been treated all
their lives.
Shondice

222

Presenting Our Projects

Purpose

Students have the opportunity to present projects they have developed in their community to reduce prejudice and hate at the local level.

Student Objectives

In this lesson, students will accomplish the following:

- describe how community and individual organization and mobilization can effectively resist hate crime infiltration
- articulate their ideas for individual and community action and identify concrete steps individuals or groups can take to reduce prejudice in our society

Preparation

- Copy Handout 1 for students.

Activity One

Our Projects

Note to Teacher
Depending on how many groups are presenting projects, this lesson may take more than one class period.

Distribute Handout 1. ***Ask*** students to address the questions on Handout 1 during their presentations.

End the lesson with a discussion of Question 7, what they have learned from their experiences.

HANDOUT 1

FINAL PRESENTATION

1. Briefly describe what your group did.

2. What resources did you use? What books, magazines, newspapers, organizations, or other sources of information helped you with your project?

3. What problems did you have carrying out your project? How did you solve them?

4. Did your project help accomplish the class's goal? Why or why not?

5. How did the community benefit from your project?

6. How do you feel about the service you performed?

7. What did you learn from this experience?

NOTES